

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 Fir Vale
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Helen Round
Pupil premium lead	Helen Round
Governor / Trustee lead	Emma Merva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£461,963
Recovery premium funding allocation this academic year	£46,038
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	£2,148,655

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Fir Vale, we address disadvantage by raising aspirations and removing barriers to learning resulting from socio-economic deprivation, low levels of language proficiency and low prior attainment through a sharp focus on:

- Whole school trauma informed approach
- Real life experiences and immersion
- Oral language development
- Raising attainment

At Oasis Academy Fir Vale:

- We are ambitious for all our pupils and we aspire for them to reach their full potential.
- We know that high quality first teaching improves outcomes for all children.
- We carefully analyse data to diagnose common challenges, barriers to learning and individual need.
- We have a sense of urgency for the progress of all our pupils.
- We provide early intervention and targeted support to ensure pupils move on from their individual starting points at a realistic pace.
- We know it is essential that children learn new vocabulary, skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.
- We strive to involve parents in their child’s education, this includes the importance of attending school every day.
- We strive to integrate wider school plans for education recovery following the Covid 19 pandemic for pupils whose education has been worst affected.
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach, the EEF guide to the pupil premium and the EEF menu of approaches to ensure spending is informed by ‘what works’.

Challenges

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

Challenge number	Detail of challenge
1	Local area data indicates significant barriers to learning in terms of high levels of adverse childhood experience.
2	Assessments, observations and pupil discussions indicate significant barriers to learning in terms of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties.

3	Assessments and observations, including the DfE language acquisition codes, indicate significant barriers to learning in terms of language acquisition in English.
4	Analysis of our admissions and leavers data indicates the school community experiences high mobility which impacts significantly on consistent schooling from EYFS to Year 6, low attainment on entry, significant gaps in learning and slow progress.
5	Analysis of our attendance and persistent absence data alongside pupil voice, indicates significant barriers in terms of prioritisation of education, aspirations and understanding of UK school expectations.

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
Embed quality first teaching/pedagogy rooted in the science of learning across the curriculum to meet the needs of our unique context.	<ul style="list-style-type: none"> ▪ 100% of staff are following the non-negotiable pedagogy expectations ▪ Attainment targets met ▪ PPG attainment gap decreases
Improve attainment towards results from national tests for disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Attainment targets met ▪ PPG attainment gap decreases
Enhance the personal development offer, improving access for disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Enrichment activities are well attended by children in receipt of pupil premium
Continue to ensure early help and mental health systems and procedures are exemplary and improve well being for all pupils, particularly for our disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Suspension reduction target met
Embed strategies to engage parents as partners in their child's early education and improve opportunities to learn at home, particularly for our disadvantaged pupils.	<ul style="list-style-type: none"> ▪ 90% of Nursery places are filled as an average across the year ▪ 75% of parents attend at least 2 stay and play or parenting in class sessions
Improve attendance across all phases of the academy, particularly for our disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Attendance target met ▪ PPG attendance target met ▪ PA reduces to below 30% ▪ PPG attendance gap decreases

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: £117828

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed quality first teaching/pedagogy rooted in the science of learning across the curriculum to meet the needs of our unique context:</p> <ul style="list-style-type: none"> • Assistant Principal with responsibility for English to embed The Write Stuff, Accelerated Reader and Myon across the academy • Two Assistant Principal roles with responsibility for pedagogy to enhance coaching and CPD for Early Career Teachers • Additional Upper Key Stage 2 teachers • TLR for leadership of phonics to embed a new phonic based reading scheme, online library and use of the phonics tracker to assess and fill gaps across the academy • TLR for maths to embed the NCETM mastery of maths pedagogical approach and use of the ready to progress criteria, NASSEA steps and BOATs to up level learning and identify and fill gaps • TLR for EAL to embed vocabulary and language development strategies across the academy • EAL English consultant coaching and quality assurance of quality first teaching and feedback in writing • Parent workshops and home learning CGP booklets for Y2 to 6 	<p>EEF cognitive science approaches in the classroom; ‘Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.’</p> <p>EEF Effective professional development; ‘...promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.’</p> <p>EEF great teaching toolkit impact in months: Collaborative learning +5 Homework +5 Feedback +6 Mastery learning +5 Metacognition & self-regulation +7 Phonics +5</p>	<p>3 & 4</p>

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

Budgeted cost: £179285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attainment towards results from national tests for disadvantaged pupils:</p> <ul style="list-style-type: none"> • PIXL subscription to inform diagnostic assessment and targeted intervention • Flash academy targeted intervention for language development • EAL specialist teaching assistants to lead on new arrival assessments and evidence based language interventions • Reading plus targeted intervention in Upper Key Stage 2 • TAs in all classes all afternoon to provide targeted support and intervention - pre/post teach, small group work, precision teach, 1:1 reading • Weekly 30 minute CPD for teaching assistants • 30 hours of NTP tutor - school portion of tuition cost (PP grant only) 	<p>EEF making a difference with effective tutoring; ‘...if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition.’</p> <p>EEF making best use of teaching assistants; ‘The evidence on effective TA deployment, training and use can be summarised in one clear principle – ‘Use TAs to supplement what teachers do, not replace them’</p> <p>EEF toolkit impact: Reducing class size +2 Individualised instruction +4 TA interventions +4 Small group tuition +4 1:1 tuition +5 Oral language interventions +6 Reading comprehension +6</p>	2, 3, 4
<p>Enhance the personal development offer, improving access for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Y6 residential visit • Rock steady music groups weekly • SWFC mentoring programme weekly • Think for the Future mentoring programme 	<p>EEF toolkit impact: Mentoring +2</p>	2, 3, 4

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

Budgeted cost: £211324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure early help and mental health systems and procedures are exemplary and improve well being for all</p>	<p>Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high</p>	1 & 2

<p>pupils, particularly for our disadvantaged pupils:</p> <ul style="list-style-type: none"> ▪ Safeguarding Lead role and Family Liaison Officer role to focus on in house early help support systems, access to parenting support and promotion of safe & healthy lifestyles ▪ Senior mental health lead role to embed the trauma informed approach and assess and support mental health needs (DfE mental health lead trained) ▪ Bought in regular supervision for key staff 	<p>Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment.</p> <p>Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development.</p> <p>Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.</p> <p>EEF improving social and emotional learning in primary schools;</p> <p>‘...this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>EEF toolkit impact:</p> <p>Social and emotional learning +4</p>	
<p>Embed strategies to engage parents as partners in their child's early education and improve opportunities to learn at home, particularly for our disadvantaged pupils:</p> <ul style="list-style-type: none"> ▪ Breakfast provision – family breakfast, breakfast in class • Hub Leader role to embed community transformation services focused on raising aspirations, access to education, parenting and safe and healthy lifestyles • Community based marketing strategy to maximize numbers on roll and increase the length of time children spend on roll in school 	<p>EEF parental engagement guidance report;</p> <p>‘Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages... Three areas are particularly worth focusing on: • supporting parents to have high academic expectations for their children; • developing and maintaining communication with parents about school activities and schoolwork; and • promoting the development of reading habits.</p> <p>EEF toolkit impact:</p> <p>Magic breakfast +2 Extending school time +3 Parental engagement +4</p>	4, 5
<p>Improve attendance across all phases of the academy, particularly for our disadvantaged pupils:</p>	<p>EEF toolkit impact:</p> <p>Mentoring +2 Behaviour interventions +4</p>	1, 4, 5

<ul style="list-style-type: none">▪ Deputy Principal role to strategically lead attendance, personal development and behaviour – DfE improving school attendance principles for good practice• Tiered incentives and reward schemes for attendance and behaviour• Dedicated attendance team focused on early intervention, support, monitoring and follow up informed by analysis of data, trends and patterns		
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Total budgeted cost: £508437

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Aim	Target	Outcome
Further develop strategies in the curriculum to ensure pupils can improve their independent reading ability.	Attainment is raised towards national expectations – attainment targets met.	The Y1 phonics attainment gap for disadvantaged students has decreased by 29.2% from 2020-2021 to 2022-2023. The percentage of children in receipt of pupil premium attaining combined age related at the end of Key Stage 2 has increased by 11% in 2022-2023. The percentage of children in EYFS in the Local Authority lowest 20% has decreased by 11.2% from 2021-2022. Children in receipt of pupil premium funding have outperformed non-disadvantaged students in both strands of communication and language, managing self and building relationships, reading and comprehension and all 3 strands of understanding the world.
Continue to embed trauma informed practice through a whole school approach and ensure pastoral team expertise is developed to support complex SEMH needs.	Decrease suspensions.	Fixed term exclusions/suspensions have decreased from 6% for disadvantaged children in 2018-2019 to 2.7% in 2022-2023.
Continue to improve attendance and punctuality and decrease persistent absence.	Attendance is raised towards national expectations – attendance targets met.	The intensive work of the attendance team ensures the attendance gap between PPG and non PPG remains at 6% from the start of the academic year to the end of the academic year.
Further promote the benefits of early education places in the local community to support hard-to-reach families to engage earlier.	Numbers of children accessing early education continue to increase.	Numbers on roll in Nursery increased from 26 in October 2022 to 49 in May 2023. Children in receipt of pupil premium accessing places increased from 68% to 72%.
Deliver a range of Hub community transformation services focused on raising aspirations, education, parenting and safe and healthy lifestyles.	The Oasis Academy Fir Vale Hub is established and providing services for the community based on strengths and need.	53% of students attending enrichment activities were in receipt of pupil premium funding compared to 47% non-pupil premium in 2022-2023.

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
Behaviour and Resilience Mentoring	Think for the Future
Aspirational Mentoring	Sheffield Wednesday FC mentoring