

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 academic year 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	430
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025
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	£468,662
Recovery premium funding allocation this academic year	£46,237
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	£2,193,624

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:

- Trauma responsive practice
- 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 quality first teaching improves outcomes for all children.
- We rigorously 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
Improve attainment towards results from national tests for disadvantaged pupils that meet government expectations, as appropriate to the context of the school making effective use of IT and AI	<ul style="list-style-type: none"> ▪ Attainment targets met ▪ PPG attainment gap decreases
Continue to contextualise the OCL curriculum in all subjects through effective adaptive planning, responsive teaching and personalised learning pathways for disadvantaged pupils	<ul style="list-style-type: none"> ▪ Attainment targets met ▪ PPG attainment gap decreases
Improve attendance outcomes for disadvantaged students through a relational approach and strategic action planning	<ul style="list-style-type: none"> ▪ Attendance targets met ▪ PPG attendance gap decreases
Further enhance provision for SEMH support for disadvantaged students	<ul style="list-style-type: none"> ▪ Suspension reduction target met
Embed effective strategies to engage parents as partners in their child's early education and improve attendance and attainment in EYFS for disadvantaged students	<ul style="list-style-type: none"> ▪ 90% of Nursery places are filled as an average across the year ▪ 75% of EYFS parents regularly attend stay and play and parenting in class sessions ▪ EYFS attainment targets met ▪ EYFS attendance targets met
Ensure services are easily accessible to increase engagement in community transformation services focused on raising aspirations, regular school attendance, positive parenting and safe and healthy lifestyles	<ul style="list-style-type: none"> ▪ 90% of Nursery places are filled as an average across the year ▪ 75% of EYFS parents regularly attend stay and play and parenting in class sessions ▪ School attendance targets met

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: £218,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attainment towards results from national tests for disadvantaged pupils that meet government expectations, as appropriate to the context of the school making effective use of IT and AI</p> <ul style="list-style-type: none"> Released from class Deputy Principal to lead evidence based raising attainment strategies Additional two Upper Key Stage 2 teachers to create smaller classes Assistant Principal for Key Stage 1 focused on embedding use of the phonics tracker to identify and fill gaps TLRs for leadership of English and Maths to ensure quality first teaching underpinned by cognitive science and mastery learning TLR for EAL to target vocabulary and language development strategies across the academy EAL English consultant focused staff CPD and quality assurance of quality first teaching CGP focused homework books and online subscription Apple pencils targeted for use in upper KS2 	<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:</p> <p>Collaborative learning +5 Homework +5 Feedback +6 Mastery learning +5 Metacognition & self-regulation +7 Phonics +5 Reducing class size +2</p>	3 & 4

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

Budgeted cost: £86147

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to contextualise the OCL curriculum in all subjects through effective adaptive planning, responsive teaching and personalised learning pathways for disadvantaged pupils</p>	<p>EEF making a difference with effective tutoring;</p> <p>‘...if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to</p>	2, 3, 4

<ul style="list-style-type: none"> Experienced tutor employed to focus on 1:1 and small group teaching to fill gaps in learning TA daily targeted support in English and maths lessons – individualised instruction, pre/post teach and small group interventions Weekly 30 minute CPD session for teaching assistants PIXL subscription to inform diagnostic assessment and targeted intervention Reading plus targeted intervention in Upper Key Stage 2 Flash academy targeted intervention for language development EAL specialist teaching assistants to lead on new arrival assessments and evidence based language interventions 	<p>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: Individualised instruction +4 TA interventions +4 Small group tuition +4 1:1 tuition +5 Oral language interventions +6 Reading comprehension +6 Mentoring +2</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £267,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure services are easily accessible to increase engagement in community transformation services focused on raising aspirations, regular school attendance, positive parenting and safe and healthy lifestyles & further enhance provision for SEMH support for disadvantaged students</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) Hub Leader role to embed community transformation services focused on raising aspirations, access to education, parenting and safe and healthy lifestyles Bought in regular supervision for key staff Breakfast bagel provision in class 	<p>Trauma informed schools UK: Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment. Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development. 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; ‘...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: Social and emotional learning +4</p>	<p>1 & 2</p>

	Parental engagement +4 Magic breakfast +2	
<p>Embed effective strategies to engage parents as partners in their child's early education and improve attendance and attainment in EYFS for disadvantaged students</p> <ul style="list-style-type: none"> • TLR for leadership of EYFS focused on developing parent partnerships • REAL project • 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; '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: Extending school time +3 Parental engagement +4</p>	3, 4, 5
<p>Improve attendance outcomes for disadvantaged students through a relational approach and strategic action planning</p> <ul style="list-style-type: none"> • Deputy Principal role to strategically lead attendance, personal development and behaviour • Tiered incentives and reward schemes for attendance and behaviour • Dedicated attendance team focused on a relational approach, early intervention, support, monitoring and follow up informed by forensic analysis of data, trends and patterns 	<p>EEF toolkit impact: Mentoring +2 Behaviour interventions +4</p>	1, 4, 5

Total budgeted cost: £571495



Part B: Review of outcomes in the previous academic year - Pupil premium strategy outcomes 2023-2024

Aim	Target	Outcome
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 	The attainment gap for children achieving a good level of development at the end of Reception has decreased by 17% from 2022-2023 to 2023-2024. The percentage of children in receipt of pupil premium who achieved GLD has increased by 10%.
Improve attainment towards results from national tests for disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Attainment targets met ▪ PPG attainment gap decreases 	<p>The Y1 phonics attainment gap for disadvantaged students has decreased by 29.2% from 2020-2021 to 2022-2023.</p> <p>The percentage of children in receipt of pupil premium who achieved the standard of the screen by the end of Y2 increased by 30% from the previous year 22-23. Children in receipt of pupil premium in 23-24 outperformed children who were not in receipt of pupil premium with 52% achieving the standard of the screen by the end of Y2. This shows the impact of the long term work to close the attainment gap.</p> <p>Attainment in the Y4 multiplication check improved by 5% for children in receipt the pupil premium and the number of children not working at the standard of the test reduced by 50%.</p> <p>Attainment of combined increased for children in receipt of pupil premium by 6% at the end of Y6 23-24 compared to the previous year with 2% of children in receipt of pupil premium achieving greater depth combined compared to none the year before. The average scaled score has increased by +1 in reading and +2 in maths from 2023 and by +5 in reading and +6 in maths from 2022.</p>
Enhance the personal development of-fer, improving access for disadvantaged pupils.	<ul style="list-style-type: none"> ▪ Enrichment activities are well attended by children in receipt of pupil premium 	<p>72% of students attending enrichment activities were in receipt of pupil premium funding. This has increased from 53% in 2022-2023.</p> <p>70% of child leaders in school and 72% of members of the school parliament are in receipt of pupil premium.</p>
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 	Suspension of disadvantaged pupils has reduced by 44% from the previous year, down to 5 across the year. These rates for disadvantaged pupils have reduced from 6% in 2018-19 to 0.97% in 2023-24.
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 	Numbers on roll in Nursery increased from 29 in October 2023 to 51 in May 2024, the highest the school has ever had. Children in receipt of pupil premium accessing places increased to 86% from 72% in 2022-2023.

<p>Improve attendance across all phases of the academy, particularly for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ Attendance target met ▪ PPG attendance target met ▪ PA reduces to below 30% ▪ PPG attendance gap decreases 	<p>The intensive work of the attendance team and forensic analysis of data ensures the attendance gap between PPG and non PPG remained at 6% from the start of the academic year to the end of the academic year, it did not get wider.</p>
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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