




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	
9	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Helen Round
Pupil premium lead	Helen Round
Governor / Trustee lead	Rachael MacLeod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£465,307
Recovery premium funding allocation this academic year	£0
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	£2,229,285.60

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
<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> <p>Continue to contextualise the OCL curriculum in all subjects through effective adaptive planning, responsive teaching and personalised learning pathways for disadvantaged pupils.</p>	<ul style="list-style-type: none"> ▪ Attainment targets met ▪ PPG attainment gap decreases
<p>Improve attendance outcomes for disadvantaged students through a relational approach and strategic action planning.</p>	<ul style="list-style-type: none"> ▪ Attendance targets met ▪ PPG attendance gap decreases
<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"> ▪ Suspension reduction target met ▪ Improved engagement in enrichment activities ▪ School attendance targets met
<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"> ▪ 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

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: £233,482

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"> • 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 • EAL English consultant focused staff CPD and quality assurance of quality first teaching • CGP focused homework books and online subscription • Stylus for each child for targeted use in Magma Maths sessions to support diagnostic assessment 	<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: £98093

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</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 Voice 21 subscription – focus on oracy PIXL subscription to inform diagnostic assessment and targeted intervention Century AI subscription to identify and fill gaps in Upper KS2 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>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: 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: £221,339

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.</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; '...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>1 & 2</p>

	<p>Social and emotional learning +4</p> <p>Parental engagement +4</p> <p>Magic breakfast +2</p>	
<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;</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>Extending school time +3</p> <p>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"> • Assistant Principal role to strategically lead attendance • Assistant Principal role to strategically lead 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:</p> <p>Mentoring +2</p> <p>Behaviour interventions +4</p>	1, 4, 5

Total budgeted cost: £552,914

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

The following details the impact that our pupil premium activity has had on pupils in the 2024 – 2025 academic year.

Attainment

Key Stage 2

- The percentage of pupils in receipt of pupil premium achieving combined age-related expectations in reading, writing and maths has increased from 15% in 2023 to 24% in 2025.
- There has been an improvement and an upward trend in attainment data for disadvantaged pupils, with a 9% increase in children in receipt of pupil premium achieving combined age-related expectations between 2023 and 2025.
- The gap between school and national has decreased by 3% from 2024 (gap was 23%) to 2025 (gap was 20%) for disadvantaged pupils achieving combined age-related expectations.

Phonics

- In the Y1 phonics screen 2024-25 there has been a 16% improvement in the numbers of disadvantaged pupils achieving the expected standard. The attainment gap between disadvantaged pupils and non-disadvantaged pupils has decreased by 28% from 2023-24 (gap was 47%) to 2024-25 (gap was 19%). The school gap between disadvantaged and non-disadvantaged has reduced significantly (to 19%) and is now only 2% higher than the national attainment gap (17%).

Multiplication Check

- In the Year 4 Multiplication check 2024-25 there has been an 11% improvement for disadvantaged pupils achieving the expected standard. The school gap between disadvantaged and non-disadvantaged has narrowed to 14% which is in line with the national gap.

Suspensions

- Disadvantaged pupils receiving one or more suspensions has decreased by 2.42% over a 3-year trend, showing a year-on-year decrease. As a school, for disadvantaged pupils, we sit below the National Average of 2.33% by 1.3%.

Enrichment

- Enrichment activities after school are free for all pupils to attend. 64% of pupils who attend are in receipt of pupil premium. Visits out of the academy are subsidised so that all pupil premium pupils can attend.

Attendance and punctuality

- Disadvantaged pupils have improved punctuality, shown by the percentage of children with late marks in 2024-25 reducing by 5.3% compared to 2023-24. This shows the impact of targeted wake up calls and visits and free breakfast club provision to support morning routines.
- The overall attendance of all compulsory school age pupils who in receipt of pupil premium currently on roll has increased from 83% at the end of last academic year (2024-25) to 86.57% at the end of the autumn term 25-26.
- The attendance of our non-mobile compulsory school aged pupils currently on roll increased from 88.7% at the end of 2024-25 to 90.95% at the end of autumn term 2025-26.

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
Aspirational Mentoring	Sheffield Wednesday Football Club