

Pupil premium strategy statement 2023-2024

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. This is the third year of the 3-year plan that started in 2021.

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 Don Valley
Number of pupils in school	1131
Proportion (%) of pupil premium eligible pupils	53%
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	Termly until July 2024
Statement authorised by	James Pape
Pupil premium lead	James Pape
Governor / Trustee lead	Emma Merva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£619,233
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	£619,233

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *Our ultimate objective for all our students is to provide an Exceptional Education at the Heart of our Community, developing students with the character and competence required to have a successful future*
- *We define character and competence as*
- **Competence**
 - *Having the academic skills and knowledge which give access to university or the career of choice*
 - *To having academic qualifications that stand up to the test of time*
- **Character**
 - *To have a clear understanding of right and wrong in today's society*
 - *To have a range of experiences to draw upon*
 - *To have the self belief and determination required to be successful*
 - *To be able to make positive choices in life and be a good person*
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for children entering the secondary phase of the Academy are below the national average across all three of the core subjects
2	On entry to EYFS students are significantly below their national peers particularly with regards language acquisition
3	Students having appropriate conditions outside of the Academy which support home learning and aspirations of students
4	Significant barriers to learning in terms of language acquisition in English
5	High mobility and the impact this has on consistent schooling from Reception to Year 11 resulting in low attainment on entry and significant gaps in learning and slow progress
6	Priority of education, aspirations and understanding of UK school expectations
7	Health and well-being issues, links to poor child mental health
8	The ability for parents to manage with the cost of living crisis. Food and fuel prices and household energy bills in the UK have increased significantly.

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
Intended Outcomes Primary Phase	
Progress in Reading	Achieve national average progress scores in Reading
Progress in Writing	Achieve national average progress scores in Writing
Progress in Mathematics	Achieve national average progress scores in Maths
Phonics	Achieve national average expected standard in PSC
Attendance	Improve attendance of disadvantaged pupils to at least the National Average
Progress in Reading	Achieve national average progress scores in Reading
Access to high quality curriculum	Curriculum judged to be at least good through external mechanisms
Intended Outcomes Secondary Phase	
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools
Attainment 8	Achieve national average for attainment for all pupils
Percentage of Grade 5+ in English and Maths	Achieve average English and Maths 5+ scores for similar schools
EBACC entry	Better national average EBACC Entry for all pupils
Progress in Reading	Significantly reduce the number of students reading below their chronological reading age
Attendance	Improve attendance of disadvantaged pupils to at least the National Average
Access to high quality curriculum	Curriculum judged to be at least good through external mechanisms

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure that the quality of teaching and learning in all classrooms is at least good</i></p> <ul style="list-style-type: none"> To introduce and train all staff in embedding the use of formative assessment Introduce the QA cycle for Faculty to the Academy – the focus to be on supporting Leaders to be able to evaluate and develop the quality of teaching 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> Feedback +8 Metacognition and self-regulation +7 Homework +5 	1,2,4&5
<p><i>Ensure that the quality of teaching and learning in all classrooms is at least good</i></p> <ul style="list-style-type: none"> Further embed the academy's model of instructional coaching as a vehicle for ensuring consistency of practice and development of all teaching staff Embed the Academy's ECT programme to ensure that all early career teacher receive the highest quality support and rapidly become good classroom practitioners 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> Feedback +8 Metacognition and self-regulation +7 Homework +5 	1,2,4&5
<p><i>Ensure that the quality of teaching and learning in all classrooms is at least good</i></p> <ul style="list-style-type: none"> High quality scaffolds and adaptations within the secondary phase will be established so that all students are able to successfully access and make good progress within the curriculum. 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> Feedback +8 Teaching Assistant interventions + 4 Individualised instruction +4 	1,2,4&5
<p><i>Ensure that the quality of teaching and learning in all classrooms is at least good</i></p> <ul style="list-style-type: none"> Reading and vocabulary development will be prioritised across the curriculum and PP students will receive high quality intervention at all stages 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> Phonics instruction +5 Oral Language interventions +6 Reading comprehension strategies +6 	1,2,4&5
<p><i>All students receive and make good progress within a curriculum which is broad balanced and at least as ambitious as the NC</i></p> <ul style="list-style-type: none"> Provide bespoke CPD for all primary practitioners which develops subject 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> Mastery Learning +5 Feedback +8 Metacognition and self-regulation +7 	1,2,4&5

<p>knowledge across the foundation subject</p> <ul style="list-style-type: none"> • Provide support for primary subject leaders to ensure that the leadership of foundation subjects is at least good and in line with that of English and Maths 	<ul style="list-style-type: none"> • Homework +5 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 205,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students will receive the support and intervention which they require to make good progress within the curriculum</p> <ul style="list-style-type: none"> • Addition of a dedicated SENDCo to rigorously monitor and support the progress of students with additional needs. • A larger team of support staff within the secondary phase will ensure that interventions can be implemented rapidly for those who require it. • In class support for teachers will be enhanced allowing for a greater level of scaffold and challenge and additional capacity for specialist resources. 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Feedback +8 • Metacognition and self-regulation +7 • Homework +5 • Teaching Assistant interventions + 4 • Individualised instruction +4 	1,2,4,5,7&8
<p>Students will receive the support and intervention which they require to make good progress within the curriculum</p> <ul style="list-style-type: none"> • Over staff in key areas of the academy to ensure that every student have increased access to teacher support • Develop a programme of student tutoring to ensure that gaps in attainment are rapidly closed 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Teaching Assistant interventions + 4 • One-2-One tutoring + 5 • Small group tutoring +4 • Smaller class sizes +2 • NTP 	1,2,4,5,7&8
<p>Students will receive the support and intervention which they require to make good progress within the curriculum</p> <ul style="list-style-type: none"> • Use Focused assessments to ensure that all interventions are accurately target at students' gaps and support rapid and sustained progress 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Feedback +8 • Metacognition and self-regulation +7 • Teaching Assistant interventions + 4 • Small group tutoring +4 • RAP 	1,2,4,5,7&8
<p>Students will receive the support and intervention which they require to make good progress within the curriculum</p>	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Feedback +8 • Metacognition and self-regulation +7 	1,2,4,5,7&8

<ul style="list-style-type: none"> • understanding can be addressed at all levels. Next steps will include but not exclusive of. <ul style="list-style-type: none"> ○ <i>Access to Ruth Miskin RWI intervention</i> ○ <i>Lexia (Power Up)</i> ○ <i>Reading Plus</i> ○ <i>Toe by Toe and Stride Ahead</i> 	<ul style="list-style-type: none"> • Teaching Assistant interventions + 4 • Small group tutoring +4 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that attendance is not a barrier to student success</p> <ul style="list-style-type: none"> • Improve attendance rates for disadvantaged students (96% or above) and ensure PA remains low (10% or less). • Ensure that there is a significant push on attendance from all members of the Academy team with a particular drive coming from the Inclusion Team. - Maintain a strong culture of reward in relation to attendance. Plan a calendar of activities throughout the academic year. - Ensure that Phase Leads have specific responsibilities in relation to attendance 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Parent engagement +4 • Mentoring +2 • Behaviour interventions +4 <p>All published research demonstrates that increased attendance leads to increased student attainment – This is most effective when the improvement of attendance is a whole school priority and have a constant high profile</p>	5,6,7&8
<p>Ensure that all students have a curriculum which is broad and balance and at least as ambitious as the NC</p> <ul style="list-style-type: none"> • Ensure disadvantaged students are able to access a wide range of extra-curricular activities and enrichment opportunities. This is to include <ul style="list-style-type: none"> ○ <i>Homework/Study club</i> ○ <i>Wide and varied leadership opportunities</i> ○ <i>Introduction of the Duke of Edinburgh Award</i> 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Arts participation +3 • Extended school day +3 • Homework +5 	3
<p>Ensure that parents are engaged effectively in their child's education and understand how to support them effectively</p> <ul style="list-style-type: none"> • Continue to offer opportunities to meet parents on a regular basis. Prioritise face to face meetings for 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Parent Engagement +4 	6

<p>high needs/vulnerable students and offer virtual/phone calls elsewhere.</p> <ul style="list-style-type: none"> • Ensure a strong staff presence on gates each morning to discuss concerns with parents and answer questions. 		
<p>Ensure disadvantaged pupils access high quality inclusion, pastoral and mental health support to enable them to succeed academically and have high aspirations for themselves.</p> <ul style="list-style-type: none"> • On site counselling support available for students when required. • Increased capacity within the Academy Inclusion Team. • High quality pastoral support to support students to access the curriculum successfully. • The development of 'in house' behaviour and mental health support pathways. 	<p>EEF teaching and learning toolkit</p> <ul style="list-style-type: none"> • Parent engagement +4 • Mentoring +2 • Behaviour interventions +4 • Social Emotional Learning +4 	<p>1,2,4,5,7&8</p>

Total budgeted cost: £ 619,233

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.

Aim	Outcome
Achieve national average progress scores in Reading	<ul style="list-style-type: none"> At the end of EYFS 75% of PP Students achieved the expected level of development 65% of PP Students achieved a passing mark in the Year 1 Phonics screen 78% of PP students Achieved ARE in reading outperforming all other students by 3% at the end of Key Stage 1 45% of PP students achieved ARE in Reading at the end of Key Stage 2
Achieve national average progress scores in Writing	<ul style="list-style-type: none"> At the end of EYFS 75% of PP Students achieved the expected level of development 70% of PP students achieved ARE in writing at the end of Key Stage 1 58% of PP students achieved ARE in writing at the end of Key Stage 2
Achieve national average progress scores in Maths	<ul style="list-style-type: none"> At the end of EYFS 75% of PP Students achieved the expected level of development 74% of PP students achieved ARE in Maths at the end of Key Stage 1 48% of PP students achieved ARE in writing at the end of Key Stage 2
Achieve national average for Progress for all pupils	<ul style="list-style-type: none"> Progress for PP students was in line with the National Average for all students at -0.14 out performing all other students at -0.36
Achieve average English and Maths 5+ scores for similar schools	<ul style="list-style-type: none"> The National average for PP students achieving EM5+ was 32%. Our Y11 cohort finished with 29% EM5+.
Better national average EBACC Entry for all pupils	<ul style="list-style-type: none"> 57% of PP students were entered for EBACC compared to 63% of all other students 24% achieving the standard pass and 13% achieving the strong pass, compared to 28% and 10% for all other students.
Significantly reduce the number of students reading below their chronological reading age	<ul style="list-style-type: none"> To be updated once reading age assessments are complete Half Term 1 2023
Improve attendance of disadvantaged pupils to at least the National Average	<ul style="list-style-type: none"> PP attendance ended at 90% which is in line with the National average all PP students.
Curriculum judged to be at least good through external mechanisms	<ul style="list-style-type: none"> MET and other external stakeholders, show that the curriculum offered is broad, balanced and at least good in challenging students.

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
Lexia	Lexia
Read write ink interventions	Ruth Miskin