

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Don Valley
Number of pupils in school	938
Proportion (%) of pupil premium eligible pupils	45%
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	Termly until July 2022
Statement authorised by	James Pape
Pupil premium lead	Richard Hinchliffe
Governor / Trustee lead	Emma Merva

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£380,000
Recovery premium funding allocation this academic year	£49,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£429,000

## 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	<i>Outcomes for children entering the secondary phase of the Academy are below the national average across all three of the core subjects</i>
2	<i>On entry to EYFS students are significantly below there national peers particularly with regards language acquisition</i>
3	Students having appropriate conditions outside of the Adaemy 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 6 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

## 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
<b>Intended Outcomes Primary Phase</b>	
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
<b>Intended Outcomes Secondary Phase</b>	
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"> <li>To introduce and train all staff in the SSAT Embedding Formative assessment programme to support</li> <li>Introduce the Improving Teaching programme to the Academy – the focus to be on supporting Leaders to be able to evaluate and develop the quality of teaching</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>Feedback +8</li> <li>Metacognition and self-regulation +7</li> <li>Homework +5</li> </ul>	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"> <li>Further embed the academy's model of instructional coaching as a vehicle for ensuring consistency of practice and development of all teaching staff</li> <li>Embed the Academy's ECT programme to ensure that all early career teacher receive the highest quality support and rapidly become good classroom practitioners</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>Feedback +8</li> <li>Metacognition and self-regulation +7</li> <li>Homework +5</li> </ul>	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"> <li>High quality differentiation within the secondary phase will be established so that all students are able to successfully access and make good progress within the curriculum.</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>Feedback +8</li> <li>Teaching Assistant interventions + 4</li> <li>Individualised instruction +4</li> </ul>	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"> <li>Reading and vocabulary development will be prioritised across the curriculum and PP students will receive high quality intervention at all stages</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>Phonics instruction +5</li> <li>Oral Language interventions +6</li> <li>Reading comprehension strategies +6</li> </ul>	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"> <li>Provide bespoke CPD for all primary practitioners which develops subject</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>Mastery Learning +5</li> <li>Feedback +8</li> <li>Metacognition and self-regulation +7</li> </ul>	1,2,4&5

<p>knowledge across the foundation subject</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Homework +5</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 230,000

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

<ul style="list-style-type: none"> <li>• understanding can be addressed at all levels. Next steps will include but not exclusive of. <ul style="list-style-type: none"> <li>○ <i>Access to Ruth Miskin RWI intervention</i></li> <li>○ <i>Lexia (Power Up)</i></li> <li>○ <i>Rapid Plus Guided Read</i></li> <li>○ <i>Toe by Toe and Stride Ahead</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Assistant interventions + 4</li> <li>• Small group tutoring +4</li> </ul>	
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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"> <li>• Improve attendance rates for disadvantaged students (96% or above) and ensure PA remains low (10% or less).</li> <li>• 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</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>• Parent engagement +4</li> <li>• Mentoring +2</li> <li>• Behaviour interventions +4</li> </ul> <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
<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"> <li>• 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"> <li>○ <i>Homework/Study club</i></li> <li>○ <i>Wide and varied leadership opportunities</i></li> <li>○ <i>Introduction of the Duke of Edinburgh Award</i></li> </ul> </li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>• Arts participation +3</li> <li>• Extended school day +3</li> <li>• Homework +5</li> </ul>	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"> <li>• Continue to offer opportunities to meet parents on a regular basis. Prioritise face to face meetings for</li> </ul>	<p><b>EEF teaching and learning toolkit</b></p> <ul style="list-style-type: none"> <li>• Parent Engagement +4</li> </ul>	6

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

**Total budgeted cost: £ 430,000**

## 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 2020 to 2021 academic year.

Aim	Outcome
To ensure children eligible for PP make good progress and the difference between PP and all pupils nationally remains low.	<ul style="list-style-type: none"> <li>Outcomes for all students across the Academy were forecast to be strong prior – The vast majority of outcomes forecast for disadvantage students placed them in line with if not exceeding the national averages for all other children</li> </ul>
To develop a literacy and language rich culture which supports children identified as being eligible for PP to make good progress in their learning and the gap between disadvantaged children and non-disadvantaged is closed.	<ul style="list-style-type: none"> <li>Language screens at EYFS continue to support staff to fully understand the needs of students and ensure effective intervention is planned and delivered skilfully.</li> </ul>
Further development of programme of targeted actions to support children identified as being eligible for the pupil premium to make at least good progress in their learning – closing the gap between disadvantaged children and all others.	<ul style="list-style-type: none"> <li>Outcomes for all students across the Academy were forecast to be strong – The vast majority of outcomes forecast for disadvantage students placed them in line with if not exceeding the national averages for all other children</li> </ul>
Provide a safe and quiet space where students can study and those children who engage in study support sessions make at least good progress in their learning	<ul style="list-style-type: none"> <li>Prior to lockdown, study groups/homework clubs had been implemented by individual faculties to further support student development.</li> <li>Referral to library study sessions was implemented.</li> <li>Hub space set up as an area for students to take part in additional study during lunchtimes and as part of the after school enrichment offer.</li> </ul>
All end of key stage outcomes are at least in line with National Averages for both ARE and GD.	<ul style="list-style-type: none"> <li>Outcomes for all students across the Academy were forecast to be strong – The vast majority of outcomes forecast for disadvantage students would have placed them in line with if not exceeding the national averages for all other children</li> <li>Even though Pupil Premium students perform well, it is recognised that there is still work to be done in reducing the gap between PP students and all other students</li> </ul>
<p>Further improve attendance rates and reduce PA for children identifies as being eligible for PP grant, closing the gap between them and their peers.</p> <p>To reduce the amount of learning lost through improving punctuality</p>	<ul style="list-style-type: none"> <li>Across both phases, attendance for PP students is above national averages for PP. Within primary, the gap between PP and Non-PP is narrower, highlighting further work is required to target secondary PP students.</li> <li>Drive on punctuality via introduction of punctuality card on primary and secondary gates as a reward for consistently punctual students.</li> <li>Inclusion Team staff focused on identifying persistently late students and working with families to set targets and attendance and punctuality trackers.</li> </ul>



<p>Parental engagement programme is in place which ensures that they are engaged fully in the life of the Academy and understand how best to support their children</p>	<ul style="list-style-type: none"> <li>• Parent workshops delivered via Afternoon Tea sessions led by ALT, Middle Leaders and Pastoral Staff.</li> <li>• Parent workshops delivered by all year groups across primary.</li> <li>• Development of the Academy Hub has provided additional opportunities for parents to engage with Academy life and events. This has included after school and holiday activities where key families are targeted.</li> </ul>
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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
Lexia	Lexia
Read write ink interventions	Ruth Miskin