

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 Johanna
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	42.3% (83)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	17/9/21
Date on which it will be reviewed	4/2/22
Statement authorised by	D.Venn
Pupil premium lead	J.Sines
Governor / Trustee lead	A.Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£12,035 (estimate)
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	£123,670

Part A: Pupil premium strategy plan

Statement of intent

Our Objective: Ultimately, we want all disadvantaged pupils to reach their potential, with no gap in attainment between disadvantaged pupils and their advantaged peers.

Key Principles: Our motto is “we help each other to be our best”. Our current pupil premium strategy supports this and works towards achieving the objective above through fostering an environment where every child is included and a belief that every child can. We have a no-excuses culture: doing everything we can to help a child and their family, with the invaluable support of our Oasis Waterloo Hub and Oasis Nurture partners.

Challenges

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

Challenge number	Detail of challenge
1	Lack of emotional readiness to learn
2	Maintaining punctual arrival at school, with a minimum of 96% attendance
3	Lack of early intervention from social care
4	Lack of cultural capital
5	Lack of support at home for continued learning beyond the school gate

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
Disadvantaged pupils make accelerated progress in Reading and Writing.	No gap in reaching the expected standard between disadvantaged and non-disadvantaged pupils at key points: <ul style="list-style-type: none"> - EYFS - Year 1 Phonic Screening Check - KS1 reading and writing - KS2 reading and writing

Disadvantaged pupils make accelerated progress in Mathematics.	No gap in reaching the expected standard between disadvantaged and non-disadvantaged pupils at key points: <ul style="list-style-type: none"> - EYFS - KS1 mathematics - Year 4 Multiplications Check - KS2 mathematics
Equal access to key parts of the school curriculum including Cultural Capital opportunities.	Disadvantaged pupils access cultural capital opportunities (e.g. after school clubs, visits beyond the school curriculum).
Disadvantaged families are supported to assist with home environment, home learning and attendance.	Disadvantaged pupils are able to continue learning at home, complete homework on time and are in school at least 96% of the time.
Disadvantaged pupils are emotionally ready to learn.	Disadvantaged pupils are fully engaged in learning opportunities in school.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of school feedback policy, implementing effective feedback <i>Ensure all children receive impactful feedback to accelerate progress, esp. for more able.</i>	EEF: Feedback (very high impact for very low cost based on extensive evidence) EEF Teacher Feedback to Improve Pupil Learning: six recommendations for using teacher feedback to improve pupil learning	All children, including 100% Disadvantaged
Homework <i>Ensure all children partake in impactful homework to accelerate progress, esp. for more able.</i>	EEF: Homework (high impact for very low cost based on very limited evidence)	All children, including 100% Disadvantaged
Vocabulary Development <i>Ensure children develop rich, rounded vocabulary and apply in written work.</i>	EEF: Oral Language Interventions (very high impact for very low cost based on extensive evidence)	All children, including 100% Disadvantaged

<p>Summer School</p> <p><i>Ensure targeted children can attend additional learning opportunities to fill gap during summer holidays</i></p>	<p>EEF: Summer Schools (moderate impact for moderate cost based on limited evidence)</p>	<p>All children, including 100% Disadvantaged</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 Reading and Reading Comprehension (including Coram Beanstalk)</p> <p><i>Ensure bottom 20% of children in reading reach expected standard, and more able reach greater depth.</i></p>	<p>EEF: Reading comprehension strategies (very high impact for very low cost based on extensive evidence)</p> <p>EEF: Teaching Assistant Interventions (moderate impact for moderate cost based on moderate evidence)</p>	<p>40 children</p>
<p>1:1 and Small Group Phonic Tuition</p> <p><i>Ensure all children reach expected standard in Phonic Screening Check.</i></p>	<p>EEF: One to One Tuition (high impact for moderate cost, based on moderate evidence)</p> <p>EEF: Phonics (high impact for very low cost based on very extensive evidence)</p> <p>EEF: Small group tuition (moderate impact for low cost based on moderate evidence)</p>	<p>40 children</p>
<p>Language for Thinking and Vocabulary Development</p> <p><i>Ensure all children have language to think and language to talk.</i></p>	<p>EEF: Oral Language Interventions (very high impact for very low cost based on extensive evidence)</p> <p>EEF: Teaching Assistant Interventions (moderate impact for moderate cost based on moderate evidence)</p>	<p>30 children</p>
<p>Peer tutoring</p> <p><i>Ensure children make progress in shorter term, specific aspects of their learning.</i></p>	<p>EEF: Peer Tutoring (high impact for very low cost based on extensive evidence)</p>	<p>100 children</p>

<p>EP Support at point of need</p> <p><i>Ensure all children receive input support at point of need/staff receive advice as needed.</i></p>	<p>54 children had direct EP input/support (36 of whom were disadvantaged), all staff have EP support at point of need to discuss individual cases (informal support). All these cases would not have had timely support, with needs met at earliest point, if solely reliant upon LA EP statutory support.</p>	<p>Up to 60 cases of formal support; informal support for staff as needed.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring and support</p> <p><i>Ensure all children attend school punctually over 96% of the time.</i></p>	<p>EEF: Parental engagement (moderate impact for very low cost based on extensive evidence)</p>	<p>30</p>
<p>1:1 and small group support for metacognition and self-regulation (inc. ELSA)</p> <p><i>Ensure all children are emotionally ready for learning.</i></p>	<p>EEF: Behaviour Interventions (moderate impact for low cost based on limited evidence)</p> <p>EEF: Metacognition and self-regulation (very high impact for very low cost based on extensive evidence)</p>	<p>30</p>
<p>Access to breakfast and after school club</p> <p><i>Ensure all children are emotionally and physically ready for learning.</i></p>	<p>Internal data shows attendance improves in particular cases when breakfast and after school club is provided.</p>	<p>5</p>

Total budgeted cost: £ 125,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, the following teacher assessment information has been used to track and monitor pupil progress and evaluate previous strategies. We have used standardised teacher tests (Headstart) to support our teacher assessment judgments in Years 2 to 5, and KS2 SATs for Year 6.

Current Attainment (2021)		OAJ Disadvantaged (National 2019 where available)	OAJ Average (National 2019)
EYFS	% Achieving GLD	57% (74%)	62% (72%)
Phonics	% Expected Standard Y1 (tests taken Dec 2020 in Year 2)	67% (71%)	77% (82%)
KS1	% Expected Standard Reading	64% (62%)	74% (75%)
	% Expected Standard Writing	57% (55%)	65% (69%)
	% Expected Standard Maths	79% (62%)	74% (76%)
	% Exceeding Reading	21% (14%)	30% (25%)
	% Exceeding Writing	14% (7%)	26% (15%)
	% Exceeding Maths	21% (12%)	13% (22%)
KS2	% Expected Standard COMBINED	77% (51%)	71% (65%)
	% Expected Standard Reading	85% (62%)	75% (73%)
	% Expected Standard Writing	85% (68%)	75% (78%)
	% Expected Standard Maths	77% (67%)	82% (79%)
	% Exceeding COMBINED	23% (5%)	14% (11%)
	% Exceeding Reading	31% (17%)	32% (27%)
	% Exceeding Writing	23% (11%)	14% (20%)
	% Exceeding Maths	23% (16%)	25% (27%)

Current Attainment (2021)		OAJ Disadvantaged	OAJ Average
Achieving Age-Expectations	% Reading (Y2-6)	73%	72%
	% Writing (Y2-6)	61%	64%
	% Maths (Y2-6)	59%	57%
Exceeding Age-Expectations	% Reading (Y2-6)	13%	22%
	% Writing (Y2-6)	10%	16%
	% Maths (Y2-6)	7%	13%

Assessment of outcomes

The previous pupil premium strategy plan covered 2020-21.

Aim	Outcome
Y6 disadvantaged pupils achieve in line with non-disadvantaged peers	Disadvantaged Y6 Pupils achieved in line with/above All Pupils (Internal Data using 2019 papers) <ul style="list-style-type: none"> - RWM Combined: Disadvantaged 75%, All 71% (National 2019 65%) - RWM Combined Exceeding: Disadvantaged 23%, All 14% (National 2019 11%)
EP time for designated specific parenting support	54 children had direct EP input/support (36 of whom were disadvantaged), all staff have EP support at point of need to discuss individual cases (informal support). All these cases would not have had timely support, with needs met at earliest point, if solely reliant upon LA EP statutory support.
Filling gaps in key knowledge missed due to COVID	<ul style="list-style-type: none"> - Evidence from Knowledge Organisers at end of units of work in non-core subjects shows 85%+ children have retained new knowledge at that point. - Disadvantaged pupils in line with/above All children in internal RWM data.
Increase range of vocabulary used	Write Stuff introduced into school, strong element on vocabulary acquisition – impacted increasing % of disadvantaged pupils achieving and exceeding age-expectations in writing, narrowing the gap to be broadly in line with all children: <ul style="list-style-type: none"> - Expected in Writing: Disadvantaged Y2-6 61%, All 64%
Stretch more able disadvantaged in KS2	Disadvantaged Y6 Pupils achieved in line with/above All Pupils (Internal Data using 2019 papers) <ul style="list-style-type: none"> - RWM Combined Exceeding: Disadvantaged 23%, All 14% (National 2019 11%)