

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	195
Proportion (%) of pupil premium eligible pupils	45.6% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	30 <sup>th</sup> September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Dawn Venn
Pupil premium lead	Sharika Campbell
Governor / Trustee lead	Adam Browne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,265
Recovery premium funding allocation this academic year	£12,905
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	£136,170

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff at Oasis Academy Johanna accept and embrace our responsibility for 'disadvantaged pupils' and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our hope is that all pupils develop a real love for learning and acquire skills that enable them to achieve their God-given potential. Our hope is that our disadvantaged pupils are equipped with all that they need to lead a prosperous and happy future, adult life.

Our pupil premium strategy plan works towards this hope by trying to fill any educational and experiential gaps between non-disadvantaged and disadvantaged children. This means that all children have a wide range of educational activities and experiences provided by the school.

**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 and experiences outside of school hours
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"><li>- EYFS</li><li>- Year 1 Phonic Screening Check</li><li>- KS1 reading and writing</li></ul> 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"><li>- EYFS</li><li>- KS1 mathematics</li><li>- Year 4 Multiplications Check</li></ul> 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	5
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)	1, 5
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)	1, 5

### 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
1:1 Reading and Reading Comprehension  <i>Ensure bottom 20% of children in reading reach</i>	EEF: Reading comprehension strategies (very high impact for very low cost based on extensive evidence)	4, 5

<i>expected standard, and more able reach greater depth.</i>	EEF: Teaching Assistant Interventions (moderate impact for moderate cost based on moderate evidence)	
1:1 and Small Group Phonic Tuition  <i>Ensure all children reach expected standard in Phonic Screening Check.</i>	EEF: One to One Tuition (high impact for moderate cost, based on moderate evidence)  EEF: Phonics (high impact for very low cost based on very extensive evidence)  EEF: Small group tuition (moderate impact for low cost based on moderate evidence)	1, 5
Language for Thinking and Vocabulary Development  <i>Ensure all children have language to think and language to talk.</i>	EEF: Oral Language Interventions (very high impact for very low cost based on extensive evidence)  EEF: Teaching Assistant Interventions (moderate impact for moderate cost based on moderate evidence)	1, 5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and support  <i>Ensure all children attend school punctually over 96% of the time.</i>	EEF: Parental engagement (moderate impact for very low cost based on extensive evidence)	1, 2, 5
1:1 and small group support for metacognition and self-regulation (inc. ELSA)  <i>Ensure all children are emotionally ready for learning.</i>	EEF: Behaviour Interventions (moderate impact for low cost based on limited evidence)  EEF: Metacognition and self-regulation (very high impact for very low cost based on extensive evidence)	1, 2, 5
Access to breakfast and after school club  <i>Ensure all children are emotionally and physically ready for learning.</i>	Internal data shows attendance improves in particular cases when breakfast and after school club is provided.	1, 2, 3, 5

<p>Access to range of after school clubs and activities.</p> <p><i>Ensure all disadvantaged children attend at least one club per term.</i></p>	<p>EEF: Arts Participation (moderate impact for very low cost based on moderate evidence)</p>	<p>1, 2, 4, 5</p>
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**Total budgeted cost: £137,000**

## 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 2021 to 2022 academic year.

Disadvantaged pupils are broadly in line or above national, with the gap closing with their peers at most data points in our school.

#### EYFS 2021-22

##### Children at OAJ do better at EYFS than most schools nationally

- 78% of all pupils achieved GLD, up 2% from baseline.
- 60% of disadvantaged pupils achieved GLD (higher than 2019 national 57% FSM).

#### KS1 2021-22

##### Children at OAJ do better at KS1 than most schools nationally; disadvantaged pupils do very well at KS1

- Children in Y2 have exceeded national 2019 in all areas.
- Disadvantaged children have achieved in line with or above their peers.
- Disadvantaged children have significantly exceeded national 2019 in all areas except Reading GDS.

#### Phonics 2021-22

##### Children at OAJ do better in Phonics than most schools nationally; disadvantaged pupils do very well in Phonics.

Y2 PSC December 2021 (delayed from June 2021)

- 89% of all children passed PSC
- 91% of disadvantaged children passed PSC

Y1 PSC June 2022

- 73% of all children passed PSC (national 2019 82%)
  - o However 3 children joined in-year: discounting these 3, 85% passed PSC
- 90% of disadvantaged children passed PSC (national 2019 71%)

#### KS2 2021-22

Disadvantaged children performed in line with/above peers in reading and writing at expected level, however were behind peers in Maths and combined. In 2022-23, we are holding half-termly pupil progress meetings with all year groups to ensure that all children make at least expected progress and achieve combined by end of KS2.

### 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
Widgit online	Widgit

Twinkl Premium	Twinkl
Testbase	Testbase

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A