

Pupil premium strategy statement

School overview

Detail	Data
School name	Oasis Academy Putney
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	
Date on which it will be reviewed	July 2023
Statement authorised by	Glenn Lillo
Pupil premium lead	Rebecca Hughes
Governor / Trustee lead	Adam Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,441
Recovery premium funding allocation this academic year	£8,845
school Led Tutoring	£5,467.50
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	£90,753.50

Part A: Pupil premium strategy plan

Statement of intent

All members of staff at Oasis Academy Putney accept and embrace the 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 our disadvantaged 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 and adult life.

“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed.”

Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Lack of confidence and resilience resulting in pupils not willing to take risks in their learning
3	Poor attendance and punctuality
4	Ensuring interventions are embedded and fluid in pre and post teaching to ensure the greatest impact.
5	Limited exposure to a range of learning and life experiences – this plan gives opportunities to enhance children’s curriculum offer
6	Engaging the families facing the most challenges.
7	Ensuring adequate time is given for subject and phase leaders to monitor the curriculum with a focus on PP and SEND.

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
To accelerate disadvantaged pupils' progress in RWM.	<ul style="list-style-type: none"> · Data on Bromcom showing accelerated progress in RWM. · Pupil progress meetings ensure that teachers know pupils' targets and any areas of weakness to address.
To target pupils who have speech and language issues and accelerate their progress.	<ul style="list-style-type: none"> · SALT targets achieved, and new targets set (where appropriate). Accelerated progress data evident.
To improve educational outcomes for all pupils at OAP. Notably to ensure vulnerable pupils' personal development and welfare needs are met.	<ul style="list-style-type: none"> · Positive outcomes for pupils recorded on Bromcom. · Staff all aware of vulnerable pupils and their personal and welfare needs. CPOMS records show that vulnerable pupils' needs are identified and met.
To improve educational outcomes for all pupils at OAP through a broad and balanced curriculum. Notably to ensure vulnerable pupils' personal development and welfare needs are met through our offer.	<ul style="list-style-type: none"> · Curriculum offer at Putney delivers a broad and balanced diet of learning (piloting the new Oasis Curriculum). Vulnerable pupils' engagement and attainment is evident through pupil voice and data.

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: £ 31,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support for individual children (counselling through Place 2 Be, dramatherapy, OT, Sapling room, peer massage, wellbeing ambassadors, Widgit computer programme, Makaton) to enable them to access the curriculum.	Small group provision allows for targeted teaching according to individual need.	1 2 4
Training for staff on the new phonics programme to deliver the new phonics scheme effectively.	Previous phonics teaching has been effective with results above national; new phonics scheme to raise attainment further.	4 7
Work with maths Mastery to ensure the training of staff members is embedded in Years 1 – 6 and the children are making progress in line with national expectations.	Maths Mastery approach is shown to be effective.	2 4 7
Improve quality first teaching to ensure all work is suitably scaffolded and challenging to meet the needs of all learners.	Observations and monitoring show that where work is suitable scaffolded children make the most progress.	1 2 4 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	In groups of 3 for key children to receive 15 hours of tutoring by a qualified teacher in English or maths	2 4
Targeted interventions to further the basic skills of the children to meet / exceed EOY expectations.	Small group interventions (within Sapling provision) allow children to make rapid progress.	1 2 4
Increase provision of trained reading professionals.	Support for early readers to develop reading skills.	2 4
Remove barriers to learning for identified disadvantaged pupils – emotional/ or behaviour issues (e.g. social skills groups, Bucket Therapy, Zones of Regulation).	Small group support provided for pupils to help develop social skills, resilience, and confidence.	5 6
Head of School to lead intervention groups with low attaining PP pupils.	Small groups support to enable accelerated progress.	1 2 4

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

Budgeted cost: £ 22,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO working closely with attendance lead to ensure PP children are a focus.	Rigorous and robust procedures in place to ensure that attendance is monitored closely and that high expectations are in place re punctuality thus improving overall PP attendance.	3 6
Ensure all pupils have equal access to our educational visit programme; due to this, their learning is enriched and potential barriers are removed.	Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced.	5 6

Ensure equal access to a clean, good condition	Equal access supporting vulnerable families and enabling pupils' self-	5 6
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<p>OAP uniform and access to the visits and trips – in line with the academy policy and home/school agreement.</p>	<p>confidence and experiences to be enhanced. Children’s sense of well-being improves if they have a uniform that is the same as their peers.</p>	
<p>Meet our aim developing all pupils social, moral, social and cultural development (SMSC) through being committed to giving pupils relevant, cultural experiences, subsidising visits and trips as appropriate for disadvantaged pupils.</p>	<p>Equal access supporting vulnerable families and enabling pupils’ self-confidence and experiences to be enhanced. Children’s sense of well-being improves when they have the same opportunities as their peers.</p>	<p>5 6</p>

Total budgeted cost: £31,044+29,087+22,056=£82,187

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.

Progress in Reading, Writing and Maths

Please note, due to our smaller class sizes, each pupil, on average, is worth approximately 5%

Autumn Term Data – Scaled scores

Yr	Reading		GPS		Maths	
	PPG	Non	PPG	Non	PPG	Non
2			74.71	80	81.36	87
3	106.2	108.69	106.7	113.6	103.3	111.63
4						
5						
6						

Summer Term Data – Scaled scores

Yr	Reading		GPS		Maths	
	PPG	Non	PPG	Non	PPG	Non
2	104.29	110.23	102.5	109.35	100 Arith	110.65 Arith
3	104.17	109.65	99.17	111.58	101.25	110.65
4	95.83	112.18	99.25	114	105.83	115.36
5						
6						

This demonstrates that over the term between the data drops that disadvantaged children are broadly in line with their peers. There was a term where the children didn't attend the academy and completed online learning. The data shows that all children have made progress.

Phonics

Autumn			
Cohort	All	Disad.	Others
Year 1	40%	0%	49%
Year 2 (retakes)	95%	93%	97%
Spring			
Cohort	All	Disad.	Others
Year 1	58%	9%	71%
Year 2 (retakes)	%	%	%
Summer			
Cohort	All	Disad.	Others
Year 1	84%	60%	88%
Year 2 (retakes)	%	%	%

Autumn – av score			
Cohort	All	Disad.	Others
Year 1	24.82	13.58	27.95
Year 2 (retakes)	39.12	38.46	39.43
Spring			
Cohort	All	Disad.	Others
Year 1	30.6	20.18	33.39
Year 2 (retakes)	%	%	%
Summer			
Cohort	All	Disad.	Others
Year 1	35.69	31.1	36.79
Year 2 (retakes)			

There is no data beyond December for Year 2 phonics

The phonics assessments show that the children were on track to make the expected standard.

The academy will start the new phonics scheme.

Other

There is a culture of vigilance regarding attendance within the academy whereby everyone knows that they contribute to raising the profile of attendance. The attendance officer has made a great impact with encouraging the school community to attend. Normally figures would be given but due to Covid19 they will be severely affected. They are above the national figure.

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
Symwriter and Inprint	Widgit
NELI	Nuffield Foundation Education Limited
Rapid Dyslexia Screening	GL Ready, GL Assessment

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