

Pupil premium strategy statement – Oasis Academy Putney

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	32.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Adam Browne
Pupil premium lead	Rebecca Hughes
Governor / Trustee lead	Adam Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,775
Recovery premium funding allocation this academic year	£17,917
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£106,692

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.	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.	SALT targets achieved, and new targets set (where appropriate). Accelerated progress data evident. Assessment and observation will indicate improved standard in speaking, listening and comprehension for targeted pupils. Language rich learning environments established. Staff model language and provide opportunities to develop language. Results from interventions will be scrutinised by ALT.
To improve educational outcomes for all pupils at OAP. Notably to ensure vulnerable pupils' personal development and welfare needs are met.	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.	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. Acquisition of knowledge and skills will be evident through pupil voice, interest and engagement in lessons.

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: £32,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support for individual children (Wellbeing interventions, dramatherapy, OT, Wellbeing Champions, Widgit computer programme, Makaton) to enable them to access the curriculum	Small group provision allows for targeted teaching according to individual need. Communication skills and confidence is developed in a safe base for learning. Progress is monitored closely using SMART targets within IEP Booklets	1 2 4
Confidence boosting clubs in drama and PE delivered by specialist teachers	<p>Small group provision allowing for targeted support</p> <p>‘Confidence through Creativity’- <i>these sessions will focus on the children openly talking about themselves and what they are good at in life. These sessions will focus on building self-esteem through drama, spoken word and creative writing.</i></p> <p>‘Go Getter Girls’ - <i>Go Getter Girls is a session that creates a strong sporting skill set as well as a place to build overall confidence. Each term the session will allow the girls to discuss their strengths but also voice skills or sports that they’d like to improve on. For example, during the first topic we are working across three main topics. Teamwork, key hand eye coordination & a team dance routine.</i></p>	1 2 4
Continue to provide high-quality training for staff on the relatively 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
Improve quality first teaching to ensure all work is suitably	Observations and monitoring show that where work is suitably scaffolded children make the most progress.	1 2 4

scaffolded and challenging to meet the needs of all learners.		7
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £34,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	Small group targeted support enables children to make accelerated progress. EEF study into Small Group Tuition shows that 'small group tuition is effective and, as a rule of thumb, the smaller the group the better.'	2 3 6
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

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

Budgeted cost: £40,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO working closely with attendance lead to ensure PP children are a focus	Regular monitoring of pupil attendance. EWO contacts parent to seek any initial barriers and support required. EWO maintains her own database and tracker	3 6

	which incorporates a RAG rating. This is shared with the Attendance Officer and Executive Principal.	
Ensure all pupils have equal access to our educational visit programme; due to this, their learning is enriched and potential barriers are removed.	All pupils are provided with equal opportunities in terms of trips and visits promoting equality and inclusivity. Pupils speak positively about the experiences they are provided with and extracurricular activities over the course of the school day such as drama, outdoor learning, chess, etc, enhance these experiences further. Clubs such as board games clubs are delivered at lunch times to ensure all pupils are able to participate in the wider offer.	5 6
Ensure equal access to a clean, good condition OAP uniform and access to the visits and trips – in line with the academy policy and home/school agreement.	All families are able to provide their children with clean uniform. A pre-loved uniform rail in the foyer enables parents to make a small contribution to the PTFA.	5 6
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>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>SMSC quality mark registered for – can we say that this is something we are working on?</p>	5 6

Total budgeted cost: £106,692

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall, non- pupil premium pupils outperform their pupil premium peers in all areas of the curriculum, however; there are some year groups where pupil premium pupils outperform non-pupil premium at the expected standard in all/some core subjects.

Across year groups, non-pupil premium pupils outperform their pupil premium peers in all subjects when it comes to achieving at a higher standard (GDS). This is particularly the case in writing. Various writing interventions were implemented last academic year and this is something that will continue to develop over the course of the next academic year. This is also the second year of us fully implementing 'The Write Stuff' which is designed to really support lower attaining writers.

Progress in Reading, Writing and Maths

Phonics

Year 1 Phonics Check

Autumn Term 2022			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1 (on track to meet the standard – scoring 14+)	33	22	40
Spring 2023			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1 (on track to meet the standard – scoring 27+)	75	67	82
Summer 2023			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1	79	67	87
Year 2 (including retakes)	100	100	100

Termly phonics assessments throughout the year showed an improving % disadvantaged children being on track to meet the standard. Children's progress is closely tracked and gap analysis completed so that target areas can be identified.

We will continue to embed the BookWings Phonics scheme in EYFS and KS1 to ensure that the children continue to make good progress towards the expected standard.

RWM Data for Academic Year 2022-2023

All data shown as a %.

Year Group	READING				WRITING				MATHS			
	Autumn		Summer		Autumn		Summer		Autumn		Summer	
	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
1 PP-amount NonPP-amount	22	40	66	87	33	73	44	80	35	70	67	86
2 PP-amount NonPP-amount	63	78	57	95	25	67	57	95	63	94	57	95
3 PP-amount NonPP-amount	100	80	80	100	63	68	72	88	76	92	88	84
4 PP-amount NonPP-amount	82	93	82	93	9	64	45	71	56	92	54	92
5 PP-amount NonPP-amount	80	94	60	83	50	67	60	72	60	89	60	89
6 PP-amount NonPP-amount	61	88	69	100	70	100 (on trackness)	69	100	31	63	77	88

Data shows that, while there is a gap between disadvantaged (PP) and non-disadvantaged pupils, this gap has ???

Other

There continues to be a culture of vigilance regarding attendance within the academy whereby everyone knows that they contribute to raising the profile of attendance.

The introduction of Attendance Monitors in each class has helped raise the profile of attendance throughout the year groups. Pupils understand the expectations of both attendance and punctuality. There is a strong focus on improving the attendance levels of our PA pupils.

Attendance for the academic year 2022-2023 was 95%. YTD it stands at 96.4%.

Work is in place to raise attendance to pre-Covid level. Attendance Officer and EWO working together.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Monster Phonics e-books	Monster Phonics
BookWings	BookWings
Symwriter and Inprint	Widgit
Spelling and Maths Shed	EdShed
MyOn	Renaissance
Sumdog	Sumdog
School Led Tutoring (Maths)	The Catch Up Academy

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A last year.
The impact of that spending on service pupil premium eligible pupils
N/A last year.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

One member of staff has been trained to be the designated senior mental health lead, utilising DfE grant.

Lists of children who attract the grant are regularly updated and shared with all staff.

To monitor and improve quality first teaching, the Head of School has been given the role of 'Teaching and Learning Lead'. Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. *EEF Oct 21*

The BookWings Phonics Scheme has been introduced from Reception 'Effectively implementing a systematic phonics programme explicitly teaches pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.' *EEF Sep 20*

Maths is taught using the Maths Mastery concept. The concept of mastery learning was developed by Benjamin Bloom in the 1960s, building on work carried out by previous theorists. Mastery learning is the idea of allowing students to master a concept before moving on to the next one, including allowing more time or giving extra support. This year, the Maths Lead is working as part of the Maths Hub, promoting Maths Mastery.

A food bank and school uniform station has been set up in a discreet area for disadvantaged families. Our Learning Mentor is leading this and will support vulnerable families to access what is on offer. Our Learning Mentor has also enlisted the help of parents and carers to help run this provision after school.

The local church runs a weekly 'Toddler Group' session for pre-school children, with the support of the school. Disadvantaged families are targeted.

School staff run school clubs like games clubs and target our disadvantaged families.

We have used EEF guidance to help develop our strategy. We have developed our approaches in consultation with staff, taking account of our school context and what would be likely to work with success. This plan to be reviewed and adjusted over time to secure the best outcomes for disadvantaged families at our school.