

## 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 Longmeadow
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-3
Date this statement was published	30.9.22
Date on which it will be reviewed	30.9.23
Statement authorised by	Helen Adams (Principal)
Pupil premium lead	Helen Adams
Governor / Trustee lead	Tom Verity Regional Director for OCL

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57 527
Recovery premium funding allocation this academic year	£ 4 951
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	£62 478

# Part A: Pupil premium strategy plan

## Statement of intent

### The Intent of Our Strategy

At Oasis Academy Longmeadow we want all children, including the most disadvantaged, to fulfil their potential. We want them to lead happy and healthy lives where they can make a positive contribution to their communities and society.

We know that some of our disadvantaged children, and their families, face many challenges which can create barriers to learning.

Our strategy is intended to directly address some of these barriers to success.

The key principles of our Pupil premium Strategy plan are:

- Partnership with parents and the wider community is crucial we work hard to build relationships with families, and other professionals and organisations who can enhance our offer.
- High quality, responsive teaching is entitlement for all children. We are committed to prioritising professional development which builds teachers subject knowledge and secures high quality delivery in every class
- Practice is informed by evidence of what works, both from external sources and from our own continuous internal monitoring and evaluation
- Ensuring all children read fluently is central to our strategy and essential to enable children to access the wider curriculum
- A focus on language-rich environments and vocabulary enables children to better understand and articulate key concepts and knowledge.
- The wider provision of our strategy supports children's readiness and capacity to learn.
- Motivation is key. Our strategy supports engaging and relevant learning opportunities which foster ambition and broaden horizons

## Challenges

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

Challenge number	Detail of challenge
1	Although the disadvantaged gap in reading has decreased across the school attainment of disadvantaged children (Including at key Stage 1) is still below that of others. All disadvantaged children achieved the expected standard in the phonics screening test. However, they under-performed in the Key Stage 1 reading comprehension assessment. They need to build fluency, pace, stamina and comprehension to access the Key Stage 2 curriculum.
2	Some of our disadvantaged children start school in Reception (EYFS) with very low baselines. This is particularly the case for children whose Early Years provision was disrupted by COVID 19. They need the highest quality provision and intensive, targeted support to make accelerated progress in Reception and sustain this through Key Stage 1.
3	The disadvantaged gap in Upper Key Stage 2 is widest in maths; in particular elements of arithmetic which were missed during Covid disruption. Too many disadvantaged children are underachieving in Years 5 and 6.
4	Some of our disadvantaged children face complex needs and there is a higher proportion of children with SEMH among our disadvantaged group than other. This impacts significantly on their readiness to learn and access the curriculum. A significant proportion of disadvantaged children (66%) are currently or have previously been supported by a social worker. Some of these children have experienced trauma and neglect and have significant additional mental health, social and emotional needs
5	There is a significant disadvantaged gap with regard to social and cultural capital. A significant number of our disadvantaged children have limited experience of the world beyond their immediate locality. This lack of experience limits their ability to build mental models and deep understanding of some key curriculum concepts. It also impacts negatively on confidence and levels of aspiration.

## 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
1. Reading (including phonics and early reading): Disadvantaged children make accelerated progress so that the number of children working at Age Related Expectations increases the gap is significantly reduced.	<p>All disadvantaged children in Year 3 who attained the phonics reading test are reading at age related expectations by the end of the year.</p> <p>65% of disadvantaged children in Year 2 achieve age related expectations in reading (and 80% attain expected standard in phonics)</p> <p>Booster groups accelerate progress in reading comprehension for upper KS2.</p>

	<p>In all year groups, underachieving disadvantaged children (apart from those with very specific and limiting SEND) have made above expected progress (i.e., at least 6 months progress from September to January) so that the gap in their attainment is narrowing.</p>
<p>2. Children in Year 1 have made accelerated progress and are able to access the Key Stage 1 curriculum</p>	<p>Children in year 1 (without specific SEND) have all attained at least the criteria for GLD by December 2022 and are well equipped to access the KS1 curriculum.</p> <p>They are able to read age-appropriate books with fluency blending graphemes confidently and recalling 'tricky words'.</p> <p>Children with SEND are identified and plans and provision are in place to address their specific needs.</p> <p>67% of disadvantaged children attain expected standard in phonics at Y1</p>
<p>3. All disadvantaged children in EYFS make good progress and are ready to engage with and access the KS1 curriculum.</p>	<p>High quality continuous provision supports children to make good progress in prime areas.</p> <p>A language rich environment supports accelerated progress in children's language and communication.</p> <p>Targeted small group work accelerates progress in early reading, writing and mathematics</p> <p>An early and intense focus on PSED supports progress in other areas. Additional need for PSED is rapidly identified and early intervention provided.</p> <p>All children without specific and limiting SEND attain GLD at the end of Reception</p> <p>Children learn to blend letter sounds in phase 3 effectively and most are reading at age expected levels by July 2023.</p>
<p>4. Children with SEMH needs receive effective targeted support</p>	<p>Mental and emotional health support is effectively targeted to children and families with significant need</p> <p>Early Help partners provide and counselling and sensory support</p> <p>Children with SEMH needs are able to stay in school, access the full curriculum and make evident progress.</p>
<p>5. Children in Year 2 who did not attain the expected standard make accelerated progress in phonics acquisition and nearly all attain the expected standard</p>	<p>Children rapidly revise and consolidate learning from phase 3 and 4 and 5 phonics</p> <p>They can blend to read and segment to spell confidently</p>

	Differentiated core, and additional individual and group, provision is in place for all children working below age related expectations
6. Disadvantaged children build strong social and cultural capital. Their talents and interests are well-nurtured.	<p>The participation of disadvantaged children in extracurricular activities is at least equal to that of other children.</p> <p>A wide range of cultural, sporting and artistic extracurricular activities are offered.</p> <p>The Oasis Universal offer ensures all children have key cultural and social experiences as entitlement</p> <p>All children attend educational visits and trips</p> <p>All Y6 children participate in residential visits</p> <p>Participation is carefully monitored, and underrepresented groups are targeted and supported to attend.</p>
7. Year 5 and 6 children make accelerated progress in mathematics	<p>Year group specific curriculum delivered- rather than mixed aged classes</p> <p>Accelerated progress in key areas (including division, multiplication and fractions).</p> <p>Underachieving disadvantaged children (including previous higher attainers) work at age related expectations by summer 2023</p>

## 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: £ 34 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional pedagogy coaching for all teachers at least every 2 weeks – led by National lead practitioner for curriculum implementation using PAS Pro programme	<p>Instructional pedagogy coaching continues to ensure that there is consistently high-quality teaching in all classes which aligns with OCL learning and Teaching policy. This includes approaches to behaviour management, assessment for learning and exposition of key concepts and information.</p> <p>Subject knowledge and curriculum pedagogy development aligns with the implementation of our bespoke curriculum and ensures that teachers have strong subject knowledge.</p>	1,2,3 5
Minimum 3 hours curriculum professional development for all teachers each term through professional development staff meetings	The Write Stuff approach directly models effective use of structure, grammar and vocabulary and builds children’s abilities to apply these to their own writing.	1,2,3,5
<i>Additional teacher to teach Y5 reading and maths class</i>	This will enable targeted teaching which addresses gaps in learning and focuses on the curriculum requirements of their year group- rather than mixed age class. This cohort have high levels of disadvantage and additional need.	3
<i>Carefully planned and structured provision to support transition to Year 1 and accelerated learning</i>	We have learned from best practice from across the trust and more widely (e.g., Alexander Bryce Clegg). Opportunities for children to continue to engage in independent and adult initiate play through continuous provision (informed by analysis of need) will support strengthening of skills in prime areas and enable the class teacher to focus on small group teaching to develop specific skills. This cohort also	2

	<p>includes significant numbers of children with complex and multiple needs.</p> <p>We have deployed a highly skilled experienced teacher in this small class, rather than merging with reception. This will enable us to focus explicitly on their needs.</p>	
<i>Book Wings Phonics</i>	<p>Direct teaching sessions follow a clear routine to maximise focus on the taught sound. Teaching and learning activities are interesting and highly engaging, firmly focused on intensifying the learning associated with the phonic goal using episodic memory techniques to embed the sound in memory. The academy has invested in training for all Y1, and reception teachers and TAs delivered by OCL National lead practitioners. TAs and teachers will be able to work together to deliver targeted and differentiated sessions.</p>	2,1
<p><i>Oasis Best Practice curriculum including Bookwings phonics, OCL maths curriculum and the Essential weeks delivered in a mix of whole class and small group work in an enabling environment.</i></p> <p><i>Provision of targeted and differentiated support and challenge through high quality continuous provision.</i></p>	<p>The deployment of an experienced teacher and full time TA, despite the very small cohort will enable the class teacher to undertake careful gap analysis and deliver support and challenge in small groups to accelerate progress for all children in prime and specific areas.</p> <p>The full time TA will be able to support children in continuous provision to ensure the development of key prime areas. A key role will be to provide the language-rich, enabling environment for example through modelling and supported sustained thinking, which evidence shows is essential for early development.</p>	5
<i>Whole class reading comprehension lessons for all year groups.</i>	<p>Reading lessons are carefully planned using techniques which explicitly teach key comprehension skills scaffolding and modelling comprehension. Lessons also build children's pace, fluency and stamina in reading with repeated use of techniques such as echo reading.</p> <p>These lessons form part of a raft of reading provision including whole class story time, phonics lessons and individual and group support.</p>	1
<i>Exploit potential of Horizons iPad technology to ensure equality of opportunity and access, implement</i>	<p>The technology enables teachers to use a wide range of resources to support children's access to the curriculum and enable them to show what they know in</p>	1,3,5

<i>pedagogy informed by the science of learning and engage pupils more fully in learning</i>	different ways (for example, voice notes, voice recording, scaffolds). It supports the acquisition knowledge such as number facts and spelling including through learning at home. The technology also enables the use of multi-media and the internet to enhance and enrich learning through the use of videos, communication, virtual tours, online live performances, for example.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,378

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Comprehension Booster programme for Y5 and 6 (tutoring funding)</i>	This programme will provide additional support for children to gain a deeper understanding of word meaning, effect and choice, and develop retrieval and inference skills. EEF Guidance for Improving Literacy in Key Stage 2 recommends strategies based on careful selection of texts and modelling and supported practice	1.
<i>Daily small group support for guided reading in y4,5,6</i>	A small group of children (Disadvantaged and SEND) in Y4,5,6 is unable to access whole class comprehension teaching. They will work with the senior TA – in a small group-focussing on work set at an earlier stage (Y2-3 standard). The focus will be on building fluency, pace and stamina- and word recognition through scaffolded and repeated reading of carefully chosen texts as recommended in EEF Guidance Improving Literacy at Key Stage 2	1.
<i>Daily additional phonics support for underachieving children in 1 and 2</i>	Children need support with oral blending and then blending with reading. They also need to clarify letter formation and segmenting to make the link between reading and writing. 1-1 and group sessions will address these	2, 4

<i>Differentiated core provision for phonics R, Y1 and Y2</i>	In addition to targeted individual and group reading support (with a focus on blending, segmenting and tricky word recognition and letter formation) some children need their core phonics input to focus on an earlier stage than their age expected standard	2,4,5
<i>Precision teaching</i>	Incremental focussed 1-1 group support with a focus on phonics blending and segmenting, including oral work and letter formation achieved small step but significant progress for our very lowest attainers in reading last year.	1,2
<i>Keep up and catch-up groups for KS 2 mathematics</i>	KS2 teachers lead 2x weekly 20 minutes 'keep up sessions' (pre- and post-teaching) consolidating current learning.  Booster 'catch up' classes address gaps in learning for pupils at different levels informed by PKS and ready to progress materials. Analysis of assessments shows that division, multiplication and fractions are key areas of difficulty, and these will be the focus of catch-up sessions	3

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

Budgeted cost: £ 21,300

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Targeted support for children with social and emotional difficulties ELTA groups and nurture provision supporting children to understand and manage their emotions</i>	Poor emotional wellbeing, including low self-esteem, difficulties maintaining friendships, low self-regulation skills present significant barriers to learning for some of our children. The SENDCo works with the safeguarding manager and ELTA TA to plan and deliver targeted support for these children	3

<p><i>and providing time to talk.</i></p> <p><i>Provision is reviewed at monthly strategy meetings</i></p>		
<p><i>Targeted support for children with emotional and mental health through Family Connect Thrive services</i></p>	<p>The Thrive programme helps children - particularly with attachment related issues, or who have experienced neglect, perhaps through parental ill health, to understand and manage their emotions</p>	3
<p><i>Emotional and mental health support for upper key stage 2 to support with resilience and relationships prior to transition</i></p>	<p>This programme is part of our transition package for children in upper key stage 2. Building resilience, positive, solution-focussed thinking and strong social skills, as well as the chance to talk about their feelings and anxieties, helps them to be better prepared for transition to secondary school.</p>	6
<p><i>Investment in curriculum enrichment: educational visits and trips, extra-curricular activities</i></p>	<p>This supports our ambition that all children should have equal access to activities which we know build social and cultural capital, confidence and support children to make connections in and engage with their learning better.</p>	7

**Total budgeted cost: £ 62, 470**

## 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.

**Writing: More children at ARE in relation to prior attainment:** The introduction of The Write stuff has supported children's vocabulary and sentence structure through careful modelling and scaffolding of language. The number of disadvantaged children working at age related expectations in key Stage 2 has more than doubled since summer 2021. However, attainment is still well below that of other children.

**Arithmetic: More children at ARE in relation to prior attainment:** Teachers have been released to deliver 'keep up sessions' so that misconceptions and under-achievement can be swiftly addressed. Maths meetings supported and consolidated recent learning and was informed by the DfE Ready to Progress document. The number of disadvantaged children working at age related expectations in key Stage 2 has more than doubled since summer 2021. However, attainment is still well below that of other children.

**SEND children receive targeted support:** Precision teaching or reading children led to accelerated progress for most children with SEND who received this support. The deployment of a TA to support Y3 children to develop more fluency and fundamental comprehension skills lead to a significant increase in scaled scores for SEND children in KS2. In mathematics, targeted 'Gap-filling' SEND provision for children working at pre key stages addressed specific needs.

**Children with Social, Emotional and Mental Health needs receive targeted support:** We invested in ELTA training and deployed an 0.5 FTE ELTA, which enabled us to provide support for children with early help needs. We also funded targeted individual support through play therapy and counselling for 5 children. Our universal provision through Jigsaw, and the use of Trauma informed practice supported children to understand and manage their emotions and build resilience strong social skills.

**Children in EYFS make at least good progress and are ready for key Stage 1.** Children in EYFS made good progress in prime areas, especially language and communication, physical development and Personal, Social and Emotional development. The deployment of an additional adult to support learning in continuous provision and child-led activities, with a language-rich environment had a positive impact. They did not make enough progress in the specific areas of reading writing and maths and supporting them in these areas is a major focus for Year 1.

**Disadvantaged children engage equally with homework and extracurricular activities:** The use of Horizons iPad technology enabled all children to access varied learning tasks at home. The participation of disadvantaged children in online games and activities which supported learning of key facts and skills was in line with that of all pupils. The participation in more challenging activities, for example research or creative activities was lower than that of all children. The participation of disadvantaged children in after school and lunchtime clubs were in line with all and 'other' children

## 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*

<b>Programme</b>	<b>Provider</b>
NCETM Mastering Fluency	NCETM
The Write Stuff	Jane Considine
Jigsaw PSHE	Discovery Learning

## 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, which is not dependent on pupil premium or recovery premium funding.*