

Pupil premium strategy statement

Oasis Academy Nunsthorpe

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oasis Academy Nunsthorpe
Number of pupils in school	414 (N-Y6 Sept 22)
Proportion (%) of pupil premium eligible pupils	69.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Katie McGuire
Pupil premium lead	Katie McGuire
Governor / Trustee lead	Emma Merva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378, 105
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	£378,105

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Nunsthorpe, 69% of our pupils are disadvantaged, but many more present as disadvantaged.

Our ultimate aim is for all of our pupils to achieve in line with national outcomes, and to develop the character and cultural capital to enable them to leave the estate and move with ease and confidence into further education, the world of work and the wider world.

Our pupil premium strategy works on a tiered approach, with a universal offer of high-quality teaching, targeted academic support and wider academy strategies and is informed by the Education Endowment Foundation guides to supporting school planning and the pupil premium toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication skills: many pupils are non-verbal upon joining EYFS. Many of our pupils lack the vocabulary and the emotional intelligence to communicate with others without conflict, or make their own needs known
2	Impulsive behaviour: pupils are unable to self-regulate and struggle to accept boundaries and rules
3	Effects of neglect: pupils have poor self-care and low self-esteem. Many are hungry and sleep deprived
4	Effects of poverty: pupils have low levels of concentration and poor stamina. This leads to a lack of focus and retention difficulties
5	Low parental support: many parents cannot or will not support education at home. This leads to children not being prepared for the school day and not engaging in homework or home reading

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
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A higher percentage of disadvantaged boys achieve a Good Level of Development	There is no disadvantaged gender gap in the academy in EYF Disadvantaged pupils achieve in line with others nationally
High attendance and low exclusion data	Attendance is in line with national data for all pupils, with no disadvantaged gap
Improved outcomes for disadvantaged pupils	Outcomes for disadvantaged pupils are in line with national for reading, writing and maths
Disadvantaged pupils do not engage in ASB and play an active part in their own education	Disadvantaged pupils thrive in educational settings, at our academy and beyond

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: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD Metacognition and self-regulation	<i>‘With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.’</i> EEF: Metacognition and self-regulation- Very high impact for very low cost based on extensive evidence	1: poor communication skills 2: impulsive behaviour 5: low parental support
TA CPD Feedback	<i>‘Evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.’</i> EEF: Feedback - Very high impact for very low cost based on extensive evidence	1: poor communication skills 2: impulsive behaviour 4: effects of poverty 5: low parental support
Staff CPD Instructional coaching	<i>‘High quality teaching for all consistently high standards by setting expectations, monitoring performance and sharing best practice.’</i> DfE/NfER: What are the most effective ways to support disadvantaged pupils’ achievement?	1: poor communication skills 3: effects of neglect 4: effects of poverty 5: low parental support

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

Budgeted cost: £148 105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour intervention programmes	<p><i>'The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.'</i></p> <p>EEF: Behaviour interventions - Moderate impact for low cost</p>	<p>1: poor communication skills 2: impulsive behaviour 3: effects of neglect 5: low parental support</p>
One-to-one and small group intervention	<p><i>'One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.'</i></p> <p>EEF: One to one tuition - High impact for moderate cost based on moderate evidence</p>	<p>1: poor communication skills 2: impulsive behaviour 3: effects of neglect 4: effects of poverty 5: low parental support</p>
Full time, non-teaching literacy lead to support teaching and intervention, including personalised programmes	<p><i>'Disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.'</i></p> <p>EEF: Reading comprehension strategies - Very high impact for very low cost based on extensive evidence</p>	<p>4: effects of poverty 5: low parental support</p>
Same day interventions	<p><i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils..'</i></p> <p>EEF: Teaching Assistant Interventions- Moderate impact for moderate cost based on moderate evidence</p>	<p>1: poor communication skills 2: impulsive behaviour 3: effects of neglect 4: effects of poverty 5: low parental support</p>

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

Budgeted cost: £ 200 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talking Breakfast Free to all at the point of contact, supported in class groups by familiar adults	<i>'The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'</i> Gov.uk Breakfast clubs programme 2021-2023, July 2021	1: poor communication skills 4: effects of poverty
Full time Behaviour and Inclusion officer – non-teaching	<i>'Universal approaches to classroom management can help prevent disruption – but often require professional development to administer effectively.'</i> EEF: Behaviour interventions - Moderate impact for low cost	1: poor communication skills 2: impulsive behaviour 3: effects of neglect 5: low parental support
Pastoral support and counselling	<i>'Support for non-academic issues that impact success in school, such as counselling to support emotional health and wellbeing.'</i> Gov.uk Pupil Premium	1: poor communication skills 2: impulsive behaviour 3: effects of neglect 4: effects of poverty 5: low parental support
Full time Attendance and Safeguarding Lead	<i>'Addressing...attendance: respond quickly to poor attendance.'</i> DfE/NfER What are the most effective ways to support disadvantaged pupils' achievement?	3: effects of neglect 4: effects of poverty 5: low parental support
Social and Emotional Learning Daily routines of check-in sessions, pastoral input and support for all	<i>'Improved SEL skills and are ... likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i> EEF: Social and emotional learning - Moderate impact for very low cost based on very limited evidence	1: poor communication skills 2: impulsive behaviour 3: effects of neglect 4: effects of poverty 5: low parental support
Horizons Project – iPads for all pupils	<i>'The challenge remains steep, particularly for the most deprived pupils. Government expectations on remote learning have risen in the current lockdown, and schools are likely to have better information on home circumstances for remote learning, which may be reflected in the increased sense from teachers that many pupils don't have access to adequate devices'</i>	3: effects of neglect 4: effects of poverty 5: low parental support

	<i>to support the required level of learning.'</i> Sutton Trust: The Digital Divide: Jan 2021	
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Total budgeted cost: £ 378, 105

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for the academic year 2021-2022, and results will not be used to hold schools to account.

Aim	Target	Outcome
A higher percentage of disadvantaged boys achieve a Good Level of Development	There is no disadvantaged gender gap in the academy in EYF Disadvantaged pupils achieve in line with others nationally	Outcomes are not published
High attendance and low exclusion data	Attendance is in line with national data for all pupils, with no disadvantaged gap	Outcomes are not published
Improved outcomes for disadvantaged pupils	Outcomes for disadvantaged pupils are in line with national for reading, writing and maths	Outcomes are not published
Disadvantaged pupils do not engage in ASB and play an active part in their own education	Disadvantaged pupils thrive in educational settings, at our academy and beyond	Outcomes are not published Personal Development at OAN was judged as OUTSTANDING in Oct 2022

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
Lexia – Reading Intervention Programme	Lexia
Imagination Library	Dolly Parton's Imagination Library