

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 Oldham
Number of pupils in school	1474
Proportion (%) of pupil premium eligible pupils	43.96% (648)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	18/10/21
Date on which it will be reviewed	July 2022
Statement authorised by	Marie Dillon
Pupil premium lead	Sam Collins
Governor / Trustee lead	Jane Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£653,698
Recovery premium funding allocation this academic year	£99,253
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	£752,951

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Oldham, we aim to provide an inspirational and inclusive teaching and learning environment where all students thrive and succeed. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage; we aim to break down barriers that our children face through quality first teaching, rigorous tracking, careful planning and targeted support so that all children have access to a wealth of opportunities and enjoy academic success.

We know that great teaching improves outcomes for all children which is underpinned by a broad and challenging curriculum that prioritises the development of our student's literacy skills. We have a sense of urgency for the progress of all our pupils which is supported by carefully analysing data to identify the academic and social needs of our students. Our Pupil Premium Plan aims to provide focused support to ensure pupils move on from their individual starting points to accelerate progress. We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.

We strive to involve parents in their child's education, this includes the importance of attending school every day.

Challenges

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

Challenge number	Detail of challenge
1	Consistency of good teaching across all areas of the school
2	Weak literacy and numeracy skills
3	Poor attendance and persistent absence
4	Low self-esteem, aspiration and lack of resilience

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
<p>Attainment & Achievement: Students meet national expectations for achievement at Key Stage 4</p>	<p>QA shows day-to-day teaching is consistently of a high quality</p> <p>Attainment and Progress outcomes rapidly improve towards national averages or better</p> <p>CPD is tailored to the needs of all staff and students</p> <p>Investment in academic support for literacy, numeracy and core curriculum subjects ensures pupil premium students' progress is accelerated</p>
<p>Literacy: Literacy and reading skills accelerate to meet national expectations</p>	<p>All students sit the NGRT to identify students below national expectations</p> <p>Literacy interventions are in place and show rapid increase in reading age</p> <p>The number of students below expected chronological reading age significantly reduces</p> <p>Standardised reading ages are in line with national averages</p>
<p>Attendance: Sustained high attendance figures and reduced numbers of PA students</p>	<p>Significant improvements ensure that attendance is in line with national average</p> <p>PP attendance improved through targeted support</p> <p>There is an increase in parental engagement through home visits and parental meetings</p>
<p>Wellbeing: All students pastoral needs are met</p>	<p>Students are equipped and ready to learn</p> <p>There is a reduction in negative student behaviour incidents</p> <p>Improved social and behavioural skills for students needing specialist support</p> <p>Reductions in fixed term and permanent exclusions</p> <p>A reduction in NEET %</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: **£ 276380**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure students have the equipment necessary to participate in learning, including iPads to overcome digital disadvantage:</p> <ul style="list-style-type: none"> All students to have an iPad Creation of inclusive classrooms, stationary, stock and equipment Digital resources for revision provided <p>Total = £91,000</p>	<p>To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.</p> <p>Extensive research EEF highlighting widening digital gap during global pandemic</p>	<p>1, 2 and 4</p>
<p>Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning:</p> <ul style="list-style-type: none"> All staff are consistently good in their classroom practice thereby ensuring good progress for all students Staff can discuss how to deliver literacy in their department as per the whole school approach Time to discuss barriers in learning and look at whole curriculum issues through PLCs <p>Total = £51,476</p>	<p>EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. This will have the greatest impact on their outcomes.</p> <p>Joint PPA will allow co-planning to develop staff subject and curriculum knowledge. Literacy in each subject will increase, allowing students to access more of the curriculum and assessments. Large number of ECT</p>	<p>1, 2 and 3</p>
<p>To develop the HPA Strategy throughout KS3 and 4 to improve achievement and progress of HPA students – TLR Responsibilities:</p> <ul style="list-style-type: none"> All staff are aware of HPA PP students and plan accordingly. High quality classroom practice ensures good progress is made <p>Total = £20,000</p>	<p>Data analysis shows Interventions have previously been targeted at mid-ability on entry students, whilst they have had an impact it is higher ability on entry PP students where there is often a gap in performance.</p>	<p>1 and 4</p>
<p>Tailored Revision Materials for KS4 - £7652</p> <p>Revision guides for Year 11 - £5752</p>	<p>Tailored revision materials for all exam classes in every subject are required to ensure students have access to study guides/aids needed to maximize performance</p>	<p>1 and 4</p>

To ensure students study effectively in preparation for examinations Total = £13404	Barriers to learning are addressed ensuring no time wasted for all students	
ECT1 and ECT2 programme £61220 <ul style="list-style-type: none"> Early career stage teachers are supported to be strong practitioners in the classroom Cost of weekly mentor meeting, as each mentor needs an extra free - £6580 Total = £67800	We have many early career teachers this year and helping to improve the quality of education in their lessons will impact on PP students	1 and 2
Bespoke CPD: <ul style="list-style-type: none"> External CPD for middle and senior leaders SLE leads for faculties External CPD for support staff External CPD for teaching staff Total = £25000	EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. This will have the greatest impact on their outcomes.	1 and 2
To raise achievement of PP students in math's to be at least in line with national average through continued implementation of mastery strategy <ul style="list-style-type: none"> Hegarty Math's OCL Curriculum TLR x 1 Total = £7700	Data shows PP students in Maths are 14% below their Peers Students join the Academy 14% worse off in Maths at KS2 than they do nationally Strong numeracy skills are critical to be able to participate fully in modern life.	1 and 2

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

Budgeted cost: **£154783.38**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Tutoring Delivery of small group intervention in English maths and science across all year groups through external tuition and academic support Total = £20806.88	Evidence indicates that 1-2-1 or small group tuition can be as effective in improving progress on average up to five months	1 and 2
Whole-school literacy interventions <ul style="list-style-type: none"> Every student can access the curriculum All students' reading age to meet or exceed chronological age 	EEF Improving Literacy guidance report (2019) Strong literacy skills are critical to be able to participate fully in modern life. Literacy lead coordinates cohesive approach to improving literacy across the curriculum in	1, 2 and 4

<p>Interventions to support low levels of literacy:</p> <ul style="list-style-type: none"> - Bedrock - Learning Resource Manager - x2 Literacy intervention specialist - Bespoke interventions for EAL students - Accelerated Reader - Corrective reading - Lego Therapy - Emotional literacy interventions - Training for 10 staff - Boost Reading Training - Whole School Literacy Lead <p>Total = £133976.50</p>	<p>addition to targeted interventions for those in need</p>	
---	---	--

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

Budgeted cost: **£304674**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support with uniform for students in financial hardship to meet school standards and expectations</p> <p>Total = £40000</p>	<p>PP student's financial barriers can lead to students being PA</p>	<p>3 and 4</p>
<p>Ensure all PP students attend at least one extracurricular club/careers activities to boost participation and attitudes to learning. @ £50</p> <p>Students show better attitudes to learning, improve their attainment and attitude to themselves and the academy</p> <p>Total = £32500</p>	<p>Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding.</p> <p>Disadvantaged students could miss out on enrichment visits due to limited funds</p> <p>EEF Teaching and Learning Toolkit research: social and Emotional Learning, peer tutoring, digital technology.</p>	<p>3 and 4</p>
<p>Interventions to support students social and emotional needs; to improve behaviours and wellbeing including Safeguarding interventions:</p> <ul style="list-style-type: none"> - Manchester City Aspires Programme - Pastoral Leader for inclusion - Links with Oldham Athletic Football club - Rewards - Place2Be - X2 Student support officers 	<p>One in four young people suffer from Mental Health</p> <p>Helps to reduce the number of behaviour incidences for PP students</p>	<p>3 and 4</p>

<p>- CPOMs</p> <p>Total = £49000</p>		
<p>To reduce the number of FTE for PP students through targeted intervention and bespoke therapeutic support.</p> <p>TA salary for intervention 5 hours a week: £4400</p> <p>Cost of external speakers, race trust costs - £10,000</p> <p>Total = £14400</p>	<p>Many students suffer from mental health issues. Often their poor behaviour choices are because of abuse or trauma these students have suffered. Students receive 1-to-1 and small group support to improve their confidence and self-manage their behavior.</p>	<p>3 and 4</p>
<p>Use of Alternative provisions</p> <ul style="list-style-type: none"> - Laticzone - Madlho - Academy 21 - Shine Programme <p>Total = £20000</p>	<p>EEF research on the impact on life chances of permanent exclusions</p> <p>PP students are four times more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference:23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this</p>	<p>1, 2, 3 and 4</p>
<p>To improve PP attendance through targeted support</p> <ul style="list-style-type: none"> - LEA Service agreement - Attendance Family Support officer - Rewards - Attendance Officer <p>Total = £46098</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>EEF Toolkit for parental engagement</p>	<p>3 and 4</p>
<p>0% NEET across the Academy with all students enrolled in employment, education, and training when they leave Year 11</p> <p>Total = £20582</p>	<p>Disadvantaged students are more likely to be at risk of becoming NEET.</p>	
<p>Breakfast club</p> <p>Encourage pupils to eat a healthy breakfast before school and are ready to start the day</p> <p>Total = £3000</p>	<p>EEF – improvements socially, health and academically when students attend breakfast club</p>	<p>3 and 4</p>
<p>Peripatetic music lessons</p> <p>Cost of lessons for the students who have piano/drum lessons etc.</p> <p>MAPAS</p> <p>Total = £10000</p>	<p>Financial factors with potential limits to funds available for music tuition</p>	<p>2, 3 and 4</p>
<p>To ensure students participate in all curriculum areas and improve their achievement and engagement</p> <p>Cost of food tech ingredients -</p> <p>All practical subject equipment / materials</p> <p>Total = £41944</p>	<p>Continued participation, understanding of healthy lifestyles and improve achievement in this curriculum area.</p> <p>Census data illustrates average age of death in Oldham 11 years lower than national averages</p>	<p>1, 3 and 4</p>

<p>Paying for PP students or subsidized for educational and recreational trips (@£80 50% per PP student)</p> <p>Total = £26000</p>	<p>Disadvantaged students could miss out on enrichment visits due limited funds</p> <p>EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months); peer tutoring (+6 months); digital technology (+4 months) behind peers</p>	<p>3 and 4</p>
<p>Debate Mate</p> <p>Total = £3,850</p>	<p>Debating can help to raise speaking and listening skills, as well as improve a range of high order thinking skills and non-cognitive abilities such as confidence, teamwork, and leadership.</p>	<p>3 and 4</p>

Total budgeted cost: £ 735,837.38

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

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	Impact
To provide online revision tools to support home/after school learning	Purchase of GCSE POD, Tassomai, Quizlett, Pixl Apps, Maintain subscriptions to school improvement networks	Promotion of home learning in an easily accessible way Weekly competitions to engage students will maintain momentum	CL's and ALT Links	
To provide all students with their own IPAD device through the Horizons project	Procurement of IPADS Trust Horizons project, co-ordination of distribution prioritizing vulnerable and disadvantaged students	All students to access online learning from home All students to access online learning in the building	DK ZO	Embedded in curriculum all students have an iPad – staff use this tool to track students in class. HW is complete on a more regular basis
To provide all students access to the internet through the Horizons project	Procurement of Dongles via Trust Horizons project, co-ordination of distribution prioritizing vulnerable and disadvantaged students	All students to access online learning from home	ZO	During lockdown 2 dongles were provided so students could access online learning via the iPads. _____ % online students needed. Blended learning so students could be invited into the classroom when sent home due to self-isolation
Development of curriculum to contain education of whole	New positions for teaching staff - Careers Lead - Literacy Lead	Development of whole student is the key to our curriculum intent	GB DK	

student across 5 years	- Study Skills Lead Development of resources for taught lessons as part of curriculum offer	Embedding vital life/learning skills across 5 year curriculum will support student development, learning and aspirations	CL's	
To provide independent home learning materials	Purchase of revision guides, knowledge organisers and printed revision materials	Not all students have access to revision materials or online revision areas	GB CH	GCSE examinations cancelled January 2021
To support low levels of literacy and raise literacy standards within all subjects	CPD to support development of student vocabulary, student writing, quality of spoken language and sustain improvements in reading as well as developing classroom practice across the curriculum.	Students arriving with below reading expected ages Students failing to access harder exam questions due to poor literacy	Lit Leader	
Development of Teaching and learning in all classrooms	Develop and embed the OAO way WLT to QA T&L through new tracking processes Academy focused CPD on areas of development Development of coaching model for all staff Performance Management	Improve quality of T&L Personalized CPD which translates directly into improved teacher practice	GB	Teaching is consistently of a high standard; Extra contact time has ensured high quality planning as has implementation of the Oasis Trust Curriculum. Powerful Action steps has been implemented as a coaching programme to support teachers' practice
Development of data led seating plans	Purchase of class charts Training on use QA of use	Improved T&L practice through data rich seating plans	CL	Seating plans were developed using data from AP drops and helped with engagement of students within lessons.

To ensure students have equipment ready for learning	Stock purchase of school non negotiables (shoes, bags, pencil cases, pencil case equipment, PE kits) Form tutors/pastoral team to provide for any student with issues	Removal of any barriers to learning	Pastoral	Through QA it was evident that providing equipment eradicated barriers to learning for PP students and promoted equality within classrooms.
To ensure all students have opportunity to participate in all aspects of school life	Identification and tracking of PP v NPP for attendance to visits and trips Additional hardship funding grant available for each trip visit	Removal of financial barriers to school experiences for PP students	HOY	Participation at KS3 % Uptake at KS4 increased on previous year by %
Aspiring Middle and Senior Leader training courses	Key aspiring middle leaders to complete NPQSL. Projects to focus on strategies to improve attainment	Number of key competent middle leaders, NPQSL CPD will give each a clear focus for 12 months to deliver specialist projects	AS WLT	
Most at risk students able to access mainstream learning through alternative provision pathways	Personalized pathways for most vulnerable students Staffing of Bridge area for closer one to one support Staffing of Gateway provision	To ensure most vulnerable can attend as many mainstream lessons as possible Inclusive whole school responsibility of all staff to educate and care for all our students	ALT SS RH ZO	
Bought in provision to support most vulnerable students	- Place to Be - Manchester City training award - Pixl Build UP	Utilising most effective resources to ensure students remain engaged in learning and are	ALT ZO	
To raise attainment and progress in EBACC subjects	Equip middle leaders with tools and strategies to raise achievement Weekly focus in LM meetings Part of performance Managements	PP performance in Bucket two is weakest overall compared to other areas	SS VGE	
To ensure students participate in all aspects of the curriculum	Subsidies for ingredients for food in technology	Ensure all students free to choose food as an option by removing cost barrier	SK	
Continue to make attendance part of all roles and responsibilities to achieve national average	Purchase of SOL tracker Enhancement of Attendance Team Strengthen links with Attendance team and new HOY/Pastoral Teams	Strong link between attainment and attendance,	ALT	
To ensure all students can continue to attend	Transport subsidies for students who are disadvantaged and in need	Strong link between attainment and attendance,	ALT	

the academy each day and visits/trips				
To improve punctuality and engagement in lessons	Staffing and management of breakfast club	Some students not ready to learn P1 due to hunger	TH	

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
Pixl Secondary	Pixl
Bedrock Reading App	
NGRT	GL Assessments
Hegarty Maths	
GCSEPod	

Academy 21	Academy 21
Lacticzone	
Powerful Action Steps	