

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1477
Proportion (%) of pupil premium eligible pupils	45.57% (673)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	2/11/22
Date on which it will be reviewed	September 2023
Statement authorised by	Marie Dillon
Pupil premium lead	Sam Collins
Governor / Trustee lead	Philip Beaumont

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£739,243
Recovery premium funding allocation this academic year	£207,138
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	£946,381

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 reading plus assessment 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: £ 357,427

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 Appointment of curriculum LP to ensure lessons are bespoke to Oldham curriculum <p>Total = £95,130</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 Compete in extracurricular activities to enhance the life experiences of HPA PP students. 	<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>

<ul style="list-style-type: none"> Brilliant club to enable students to visit red brick universities and have high aspirations <p>Total = £37,640</p>		
<p>Tailored Revision Materials for KS4 - £7,652</p> <p>Revision guides for Year 11 - £5,752</p> <p>To ensure students study effectively in preparation for examinations</p> <p>Total = £13,404</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>Barriers to learning are addressed ensuring no time wasted for all students</p>	<p>1 and 4</p>
<p>ECT1 and ECT2 program £61,220</p> <ul style="list-style-type: none"> Early career stage teachers are supported to be strong practitioners in the classroom <p>Cost of weekly mentor meeting, as each mentor needs an extra free – £21,933</p> <p>Total = £83,153</p>	<p>We have many early career teachers this year and helping to improve the quality of education in their lessons will impact on PP students</p>	<p>1 and 2</p>
<p>Bespoke CPD:</p> <ul style="list-style-type: none"> External CPD for middle and senior leaders External CPD for support staff External CPD for teaching staff <p>Total = £25,000</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>1 and 2</p>
<p>To raise achievement of PP students in math's to be at least in line with national average through continued implementation of mastery strategy</p> <ul style="list-style-type: none"> Sparx Math's OCL Curriculum Numeracy Co-Ordinator <p>Total = £12,100</p>	<p>Data shows PP students in Maths are 14% below their Peers</p> <p>Students join the Academy 14% worse off in Maths at KS2 than they do nationally</p> <p>Strong numeracy skills are critical to be able to participate fully in modern life.</p>	<p>1 and 2</p>

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

Budgeted cost: £ 231,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NTP Tutoring</p> <p>Delivery of small group intervention in English maths and science across all year groups through external tuition and academic support</p> <p>Mentoring and targeted holiday interventions in small groups</p> <p>On costs of opening in the school holidays</p> <p>Total = £83,000</p>	<p>Evidence indicates that 1-2-1 or small group tuition can be as effective in improving progress on average up to five months</p>	<p>1 and 2</p>
<p>Whole-school literacy interventions</p> <ul style="list-style-type: none"> • Every student can access the curriculum • All students' reading age to meet or exceed chronological age <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 = £148,976</p>	<p>EEF Improving Literacy guidance report (2019)</p> <p>Strong literacy skills are critical to be able to participate fully in modern life.</p> <p>Literacy lead coordinates cohesive approach to improving literacy across the curriculum in addition to targeted interventions for those in need</p>	<p>1, 2 and 4</p>

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

Budgeted cost: £ 356,374

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 = £40,000</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 - CPOMs <p>Total = £49,000</p>	<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>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: £</p> <p>Cost of external speakers, race trust costs - £10,000</p> <p>Total = £14,400</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 = £20,000</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 - Additional Attendance officer - Additional time for pastoral leaders to complete home visits (10 hours) - Senior Pastoral Leader to oversee attendance for PP (1 day per week) <p>Total = £96,098</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 = £20,582</p>	<p>Disadvantaged students are more likely to be at risk of becoming NEET.</p>	
<p>Breakfast club Encourage pupils to eat a healthy breakfast before school and are ready to start the day</p> <p>Total = £3,000</p>	<p>EEF – improvements socially, health and academically when students attend breakfast club</p>	<p>3 and 4</p>
<p>Peripatetic music lessons Cost of lessons for the students who have piano/drum lessons etc. MAPAS</p> <p>Total = £10,000</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 Cost of food tech ingredients All practical subject equipment / materials</p> <p>Total = £41,944</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</p> <p>Total = £25,000</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: £945,777

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

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.36. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 40.30. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The National Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

In both A8 and P8 the students who are disadvantaged are outperforming their disadvantaged peers. However, they are somewhat of their non-disadvantaged peers both in school and nationally. Within school the gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.80, and the Attainment 8 score was 35.66. Even though these numbers are lower than this current year, the gap between disadvantaged and non-disadvantaged has grown within the school. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. The attendance gap in Year 11 for disadvantaged was 5.8%, with disadvantaged pupils having 87% compared with 92.8% of non-disadvantaged. This is a reason with A8 and

P8 are higher amongst the non-disadvantaged students in Year 11. Nationally our disadvantaged students outperformed national disadvantaged figures as above and we believe this is due to our disadvantaged Year 11 students having a 5% higher attendance of their peers nationally.

The attendance of our disadvantaged student's whole school was 4.1% lower than non-disadvantaged students. Compared with disadvantaged students nationally our disadvantaged students were 3% higher.

EBacc entry for disadvantaged pupils was 20%, which is like the previous years and 7% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was 1.8% higher than their peers in 2021/22 and persistent absence 3.1% lower. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results means that we are meeting some of the intended outcomes stated above, however we still have some way to go in the others. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Sparx Maths	
GCSEPod	
Academy 21	Academy 21
Lacticzone	
Step Lab	Powerful action steps
Manchester City Programme	Manchester City