



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 Broadoak
Number of pupils in school	389 (at time of report)
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	16/09/2021
Date on which it will be reviewed	16/09/2022
Statement authorised by	Fiona Lomas
Pupil premium lead	Zoe Sadd
Governor / Trustee lead	Helen Arya (RD)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,175
Recovery premium funding allocation this academic year	£31,175
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	£320,350



Part A: Pupil premium strategy plan

Statement of intent

Our intentions are set out as below:

- We strive for our disadvantaged children to be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Our pupil premium strategy is set out to achieve the above objectives for all children. These objectives will be met by providing a rich, accessible curriculum for all children. The cultural promise at Broadoak will offer opportunities to help children develop individually. Through the extended curriculum, we offer opportunities and education about healthy life styles, animal nurture, and encourage children's aspirations by exposing them to possible opportunities in their lives.

The key principles of the plan are to close gaps between disadvantaged children and other children and to ensure disadvantaged children have good physical and mental health.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points in speech and language
2	Pupils are not school ready when they enter EY, they have very low starting points (reading, writing, social skills)

3	Pupils are not always ready to learn throughout the school (due to nourishment, sleep, disturbed home life etc)
4	Limited experience outside school (cultural capital)
5	Although attendance data in the academy is in line with national, the attendance of the disadvantaged children continues to be a challenge.

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
More disadvantaged children reach GLD, or ARE in phonics, reading, writing or maths.	<ul style="list-style-type: none"> • Data at the end of EY will show a higher % of disadvantaged children achieving GLD. • Data at the end of Y1 will show a higher % of children meeting the phonics threshold. • End of year data will show a higher % of disadvantaged children working at ARE.
Children's speech and language rapidly improves so that they are able to achieve AREs across the curriculum	<ul style="list-style-type: none"> • More children achieve GLD at the end of EY and ARE across the curriculum throughout the rest of the school.
Raise self esteem, resilience and aspirations of disadvantaged children.	<ul style="list-style-type: none"> • Children will be ready for the next stage in their education. The school will thrive with positive role models and children who are confident and inspired. • Children will talk about their aspirations with confidence and conviction.



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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in phonics	EEF research has found that children from disadvantaged backgrounds are often already behind in phonics due to the vocabulary gap between disadvantaged and non disadvantaged children. New staff to school need to receive training.	1 2 3
CPD in reading (investing in reading books)	The EEF have researched reading interventions. They show high impact on the children's learning, making them more focused learners.	1 2 3
ECF training	School has a number of ECTs this academic year. EEF research into QFT has shown that good teachers have the most direct impact on student outcomes.	1 2 3
PAS coaching	As above. Powerful action steps in used across the trust to support quality first teaching.	1 2 3 4
Investment in TA3 apprentices to help close gaps	Teaching assistant and small group tuition has shown to have at least moderate impact on children's leaning, they have most impact when they are delivering high quality interventions and are well prepared for sessions, this has informed our approach in the academy.	1 2 3
Staff CPD -Middle management	EEF research into QFT has shown that good teachers have the most direct impact on student outcomes.	1 2 3 4



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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school tutoring	EEF have a wide range of evidence supporting a moderate impact. On average, 1-1 tuition is very effective at improving pupil outcomes.	3
Interventions -RR -BRP - FFT - NCETM - WELL COM	Evidence based interventions which are led and delivered well. We have specifically chosen reading interventions which have proven research that they can significantly improve a child's reading age.	3
Speech Leap	EEF rate oral language interventions as having a very high impact. Children have low language acquisition in entry and poor social skills.	3

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs	The EEF have found that enrichment activities without a specific focus on learning can have an impact on attainment.	1 3
Breakfast club		
Breakfast nurture club		
Lunch nurture clubs		
Hub development	Oasis Community Learning have a well researched and successful community hub model. Our shared aim is to work with and alongside disadvantaged	1 2 3 4



	children, young people, whole families and members of the wider community, empowering them to transform their neighbourhoods into places that are safe, supportive and full of opportunity.	
Sports clubs / ambassadors	EEF suggest - additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school	4
Bromcom	Ensure attendance is monitored and remains above nationals.	5
Student surveys	Monitor impact in school and gain OAB evidence to use along side external evidence.	3 4
101 things to do at Broadoak	Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged children. Non disadvantaged families are much more likely to pay for music experiences out of school.	4
Trips and enhancements		4
Music room		4
Art room		4

Total budgeted cost: £ 320,000



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 academic year.

Disadvantaged children were continuously targeted during the national lockdowns, local lockdowns and bubble closures to ensure they were able to access learning and food. Well being checks were also regularly carried out.

Interventions to close gaps continues throughout the pandemic, many interventions moved on line whilst the children were learning at home. All children who have received interventions have made accelerated progress and are beginning to close the gap between the % of disadvantaged and non disadvantaged pupils meeting ARE.

We ensured all children had access to a device that they could access Teams sessions through and offered dongles when needed. We offered IT support to many families to ensure that they were not isolated during lock downs, and to ensure they could access all learning.

Assessments have shown that although there are many gaps in the children's learning, progress was made across the curriculum and with more specific support and intervention, more disadvantaged children will reach the ARE at the end of the academic year.

To support self esteem, resilience and aspirations, breakfast and nurture sessions, speech and language intervention and the school counselling continued with the most vulnerable children. We also provided holiday clubs for Easter, Whit and Summer where disadvantaged children received breakfast and lunch in school and a food parcel for a week with fresh food and recipe cards for the whole family.

At Christmas we ensured all of our families received Christmas presents by linking up with local charities, the pastoral team worked hard to ensure families had food over the festive period too.

We continue to offer food, clothes and shoes to families who are in need of them and thanks to our community hub development, we now have a large stock of 'pre loved' uniform to pass on.



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
Accelerated Reader	Renaissance
Reading Recovery	Reading Recovery