



Pupil premium strategy statement

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 Broadoak
Number of pupils in school	421 (at time of report)
Proportion (%) of pupil premium eligible pupils	62% (260 – at the time of the report)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	17.12.25
Date on which it will be reviewed	17.12.28
Statement authorised by	Fiona Lomas
Pupil premium lead	Zoe Sadd
Governor / Trustee lead	Emma Johnson (RD)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,115
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	£365,115

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	Many pupils enter school with low starting points in key areas of learning and development.
2	A significant number of disadvantaged pupils are not ready to learn due to the impact of multiple adverse childhood experiences.

3	High levels of unemployment and parental mental health needs impact pupils' home environments and limit their readiness to learn.
4	Children have limited experiences outside school, which restricts their cultural capital and wider learning opportunities.
5	Attendance among disadvantaged pupils is poor, limiting their access to consistent learning and progress.

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.
Disadvantaged pupils demonstrate improved attendance and punctuality, enabling greater engagement with learning	<ul style="list-style-type: none"> • Attendance data at the end of the academic year will be in line with national.
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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments e.g phonics tracker, Smartgrade, OUMTC	Standardised tests can provide reliable insights into specific strengths and areas for development of each pupil to help ensure they receive the correct additional support through intervention or teacher instruction: EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and... EEF	1,2
Library development including: Purchase of home reading books and e-books that match phonological attainment and provide children with a breadth of text types. Library management systems. Environment update.	The EEF highlights the importance in providing appropriate level of text as well as books that will ensure a desire to engage and read more. Reading comprehension strategies EEF	1,2 4
Embed SEMH approaches within the curriculum through adaptations. CPD and training to help support.	There is extensive evidence associating childhood social and emotional skills with improved outcomes and school and in later life. Education Endowment Foundation EEF	1,2
To provide CPD to all staff. Embed use of steplab/ coaching, ECF, One World initiatives	There is a strong evidence base that suggests that supporting high quality teaching is pivotal in improving children’s outcomes. Effective Professional Development EEF	1,2
Technology – providing 1:1 devices, stylus, headphones where needed to support high quality teaching and learning at school and at home.	Equity in technology is key to ensure children have opportunities and experiences that will enhance their learning. Using Digital Technology to Improve Learning EEF	1,2,4

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language specialists (Speech leap) provide targeted support for individuals.	On average, oral language approaches have a high impact on pupil outcomes (6 months of additional progress). Oral language interventions EEF	1,2
Use WellComm to provide a programme which improves listening, understanding and vocabulary for those who have fewer skills in spoken English.	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions EEF	1,2
Leadership capacity for support for ECF	The EEF supports the ECF and is evaluating the impact. Early Career Framework Early Roll-out - trial EEF	1,2
Teaching assistants are deployed to ensure interventions are thorough and robust.	Small group, focused intervention has an average impact of four months additional progress over the course of a year. Small group tuition EEF	1,2
SEND resources to support individual learners with additional needs.	Supporting SEND research by Ofsted states the importance of resourcing. Supporting SEND - GOV.UK	1,2

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

Budgeted cost: £120,311

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hub development – targeting parents for adult training opportunities, social support and life skills.	Parental engagement has a positive impact on average of 4 months additional progress. Parental engagement EEF	1,2,3,4,5
You HQ is used to support children with their social and motional stability	Evidence associating childhood SEMH and improved outcomes at school and in later life Education Endowment Foundation EEF	1,2,3,4



OPAL playtimes initiative	Research indicates that OPAL has considerable benefits including: Changing culture and attitudes Increasing children's enjoyment at playtimes	1,2,3,4,5
Nurture clubs including before school, lunch times and after school	The EEF have found that enrichment activities without specific focus on learning can have an impact on attainment. These clubs also support attendance and punctuality.	1,2 5
Employment of a sports coach	There is a strong evidence base that suggests that supporting high quality teaching is pivotal in improving children's outcomes. Effective Professional Development EEF	2, 4
The pastoral team have a designated attendance officer	Evidence shows that children who are attend school regularly have a significantly higher chance of achieving inline with national expectations.	5
Trips and enhancements	Ofsted research 2019 places emphasis on improving the cultural capital, particularly for disadvantaged pupils.	4

Total budgeted cost: £ 365,311



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 2024 to 2025 academic year.

In 2024 – 2025, some of our strengths lie in the links that the school have with external agencies: the hub provides a great range of opportunities and courses for our school community. Links made with the housing associations, the NHS, Tameside college, food banks and the local community centres support our families on a daily basis. The pastoral team work closely with a range of children’s services, the police and attendance support. Again, these services support families, and children in receipt of PP on a daily basis.

Our focus remains on the pupil premium children in all areas of the school. As our SEND need in school increases, we are finding that the majority of these children are also pupil premium. Our current statement reflects this with a greater focus on training staff in adapting and resourcing for these needs. Using assessment tools in school, we find our PP children do make progress, however, there remains a gap between them and their peers. Data shows that 71% of our children met threshold in phonics. In year 6, 72% of our PP children met at least the expected standard in reading, 73% in writing and 64% in maths. 26% of our PP children scored 25/25 in the MTC.

We continue to support our children and the cultural capital. Last year, our offer included all children having experiences with ‘Sci-tech’ for British science week, Broadoak was featured on Blue Peter when all children achieved the Blue Peter reading badge, a whole year group of children attended the Young Voices concert. We had library visits, theatre trips, residentials, careers fairs and a Panto. Our children have the option of a vast range of afterschool clubs, this year we have enhanced this further by employing a sports coach to ensure that our children can compete against other schools as often as possible. This gives children opportunities they wouldn’t have outside school.

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
Studyhallai	Studyhallai
Reading Recovery	Reading Recovery
Sumdog	Sumdog
Speech & Language	Speech leap
Lexia	Lexia UK
YouHQ	YouHQ
Showbie	Showbie inc