



## 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 Broadoak
Number of pupils in school	382 (at time of report)
Proportion (%) of pupil premium eligible pupils	60% (231)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	10/10/22
Date on which it will be reviewed	10/10/2023
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	£313,010.00
Recovery premium funding allocation this academic year	£32,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£345,780



## 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"> <li>• Data at the end of EY will show a higher % of disadvantaged children achieving GLD.</li> <li>• Data at the end of Y1 will show a higher % of children meeting the phonics threshold.</li> <li>• End of year data will show a higher % of disadvantaged children working at ARE.</li> </ul>
Children's speech and language rapidly improves so that they are able to achieve AREs across the curriculum	<ul style="list-style-type: none"> <li>• More children achieve GLD at the end of EY and ARE across the curriculum throughout the rest of the school.</li> </ul>
Raise self esteem, resilience and aspirations of disadvantaged children.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children will talk about their aspirations with confidence and conviction.</li> </ul>



## 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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in spelling	The vocabulary gap between disadvantaged and non disadvantaged children leads to children often not knowing vocabulary and in particular it's origins that help embed spelling rules. 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 / Developing a peer – peer coaching model.	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: £125,000

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 -Inference - Number stacks	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
Introduction of Insight, FFT & Smartgrade to track academic progress and interventions.	Evidence based interventions which are led, delivered and tracked well.	3

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

Budgeted cost: £110,000

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		



Additional staff employed in pastoral team		
Hub development Employed community support worker	Oasis Community Learning have a well researched and successful community hub model. Our shared aim is to work with and alongside disadvantaged 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.	1 2 3 4
Sports clubs / ambassadors Wellbeing champions	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
Employment of music teacher		4

**Total budgeted cost: £ 345,000**



## 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 2021 to 2022 academic year.

1. All children were screened for speech difficulties in EYFS, all staff were trained in WELLCOM. Speech leap continued to work with the children at OAB. Referrals to the NHS are being made and children are able to work on their speech and language targets, ensuring that their speech is improving at a faster rate than without this specialist support.
2. Despite low starting points, due to continued CPD in Early Years in all areas, including intensive coaching through the ECF, our GLD in 22-23 was 62% (the provisional figures for National GLD are 65%, and 60% for Tameside). The introduction of forest school enabled children to transfer their knowledge to apply and reinforce it in different ways. The rigorous tracking of children supported the interventions and targeted support. Introducing the new phonics scheme had a positive impact. 73% of this cohort are eligible for pupil premium funding, and these children were heavily affected by the pandemic in their nursery year.
3. The reintroduction of breakfast clubs, nurture breakfast clubs, nurture lunches, morning check ins and the continued morning phone calls, TA check ins and the Broadoak food bank have all had a continued positive impact on the wellbeing of the children. This year we introduced our first school uniform give away and have introduced the Flourish surveys to identify when children are not feeling ready to learn. We have recently employed an additional member of the pastoral team to further improve the wellbeing of our children.
4. School trips have been mapped out in line with the new Oasis curriculum. Visitors have been welcomed back into school and our Y2, Y4 and Y6 children have been offered residential experiences which have been subsidised by the PP. We have further developed our art studio and have worked with local artists to give the Y4 children the skills to achieve their Arts Award. The whole of the Y5 cohort took part in the Young Voices concert and there were numerous local and out of area visits.

5. The pastoral team, office staff and class teachers continue to track attendance. Morning phone calls are made to support those families who need help with routine, phone calls and home visits are made to those children who are absent. Nurture breakfasts help encourage more vulnerable families to get to school and the relationships between our families and our staff continue to build. Attendance is currently at 95% (which is in line with this time of year, pre-pandemic) which we continue to strive to improve.

## 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
Sumdog	Sumdog
Speech & Language	Speech leap
Lexia	Lexia UK
Socrative	Showbie inc
Showbie	Showbie inc