

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 Hadley
Number of pupils in school	1434
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (end date Dec 2024)
Date this statement was published	8 th December 2021
Date on which it will be reviewed	30 th April 2024
Statement authorised by	Louise Lee
Pupil premium lead	Zoë Thompson
Governor / Trustee lead	Caroline Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£732,023.30
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2022-23) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£732,023.30

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Hadley we aim to:

- Support disadvantaged students by offering them all access to an excellent education through high standards of teaching and the pursuit of high expectations for student progress and attainment
- Provide opportunities for disadvantaged students so we can champion their gifts and talents in areas that they may otherwise find challenging to engage with
- Ensure disadvantaged students are inspired and given the opportunities to pursue the highest of aspirational ambitions further on in life and in their educational journey

Challenges

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

Challenge number	Detail of challenge
1	Possible future lock downs and Covid variant implications interfering with children's learning
2	Time constraints impacting on the tackling of knowledge and skills gaps identified
3	Ensuring that access to well-being and mental health support is available to all
4	Day trips prevented due to COVID restrictions
5	Prevention of large student gatherings due to COVID which impacts on events
6	Due to COVID a minimal time available to complete curriculum thoroughly and gain experience of assessment preparation and participation
7	Attendance of disadvantaged students leading to achieving lower progress in comparison with other students

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
Gap is closed between disadvantaged students and others in terms of progress and attainment	Gaps shown to be decreasing over time
Disadvantaged student's attendance is in line with other students and the National average	National Average attendance achieved for all groups
Disadvantaged students have the opportunity and take part in wider activities and events throughout the academy	Attendance and participation in events and activities increases

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: £ 263,528.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish instructional coaching for all teaching staff which links into the current Teaching and Learning Policy	EEF	1,2,6
The continued improvement of the middle and senior leaders through CPD and training	Retention and progression of departmental and faculty leaders has shown to be effective	1,2,6
Use of the Powerful Action Steps to improve teaching for all	EEF	2,6
Development of whole academy Faculty/Phase CPD sessions delivered	Collaboration to develop a whole academy approach has improved communication the impact of staff at all levels	1,2,6
Whole academy CPD to support a consistent approach to monitoring of assessment and outcomes	EEF (Feedback)	1,6
Year 2, 6 and 11 curriculum and study support for end of Key stage tests and GCSEs	EEF (individualised instruction)	1,6
Booster lessons and focussed intervention for those impacted the most from all remote learning periods	EEF (summer schools)	1,6
Small group tuition for core areas in year 6	EEF (Small group tuition)	2,6
Year 11 focussed intervention and additional time for core teaching	EEF (Small group tuition)	2,6
Primary Pixl and Pixl Strategies	Historical evidence of impact in previous years	2,3,6

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

Budgeted cost: £ 292,809.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and improved use of new facilities and resources in the inclusion area	EEF (collaborative learning approaches)	1,2,3
Additional resources for LACs	EEF (one to one support, social and emotional learning)	1,3
Enhanced On site alternative provision support	EEF (Behaviour interventions)	1,2
Internal exclusion room with specific mentoring support included	EEF (Behaviour interventions)	1,2,3
Place2Be counselling service	EEF (Mentoring)	1,3
Parent support advisors	EEF (Mentoring)	1,3
Additional educational psychologist support	EEF (Social and emotional learning)	1,3
Intervention sessions and Holiday learning clubs	EEF (Small teaching groups)	2
Reading programmes	EEF (Reading comprehension strategies)	1,2

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

Budgeted cost: £ 175,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent tracking and monitoring of attendance across the whole academy	Increased attendance effective in improving outcomes	1,7
Parent support worker visits	Support for families and well being at home	1,7
EWO visits and support workshops	Support for families and well being at home	7
Events to enable parent contact to occur and establish a culture regarding the importance of attendance	EEF (Parental engagement)	7
Opportunities to perform, represent and compete with other students in the	EEF (Arts participation and physical activity)	4,5

academy via their community Monitoring of participation of PP and non PP students		
Community events and trips organised with access or all	EEF (Arts participation)	4,5

Total budgeted cost: £ 732,023.30

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.

The 2020/21 Pupil Premium Strategy aimed to address the following:

- Review, develop and embed Teaching and Learning Policy to maximise outcomes for all students and secure progress of PP in line with non-PP
- Establish knowledge gaps and implement catch up curriculum to maximise outcomes for all students and secure progress of PP in line with non-PP
- Develop the inclusion provision and support for Pupil Premium students
- Implement curriculum catch up, boosters, intervention and support classes
- Improve attendance to be in line with national averages. Especially for PP students
- Implement the oasis fundamental offer

The Hadley Steps to Excellence teacher guidance has been successfully embedded into the Teaching and Learning policy with evidence of its use seen in all depts, phases and Key Stages. Although examinations were not formally sat in 2021, TAGs and teacher assessments predicted an improvement in PP outcomes in EYFS, KS1, KS2, GCSE and A level. PIXL strategies used to support intervention and support given at Y2,6 and 11

Boosters and interventions attended with PP students monitored for attendance and positive outcomes seen in all Key stages. Support and intervention classes regularly organised throughout the year including all holidays. Emphasis on providing support in subjects identified as in need of improvement and ensuring attendance monitoring for PP students occurred

For attendance, parents regularly contacted and offered various types of support such as workshops and uniform. Attendance of PP students did show an improvement and the gap with non-PP was narrowed.

COVID restrictions did hinder the Oasis fundamental offer being available fully, however the academy was able have performances and music events held online and shared remotely. Also, some trips/events did take place but only at certain times of the year when COVID regulations allowed. Access to the Horizon project and technology at home and in the academy was established with every student in every year group.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

All classroom teachers in Phase 1 and 2 are regularly directed to prepare classroom profiles of their students. This allows monitoring and tracking to occur with one of the focus areas being disadvantaged students and the strategies to adopt to ensure they progress in line with other students or the gap between them is narrowed.

Pastoral, Phase and Dept leads also monitor the progress of students via profiles and then share strategies and best practise with colleagues to ensure impact is seen with underachievement.