

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 John Williams
Number of pupils in school	875
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 24
Date this statement was published	First published January 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Victoria Boomer-Clark
Pupil premium lead	Will Trick
Governor / Trustee lead	Peter Knight

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,488
Recovery premium funding allocation this academic year	£95,634
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	£450,122

## Part A: Pupil premium strategy plan

### Statement of intent

At Oasis Academy John Williams we aim to:

- Support disadvantaged students to make more rapid progress in their learning and close the gap with their peers
- Provide opportunities for disadvantaged students that they would otherwise find challenging
- Raise the aspirations and opportunities for those disadvantaged students as well as ensuring they are informed about the options they will have as they grow older.

This strategy outlines how the pupil premium funding will be spent and as recommended by the Education Endowment Fund, adopts a tiered approach which prioritises classroom teaching and also incorporates targeted academic and pastoral support, in addition to wider academy strategies

### Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy
2	Attendance of disadvantaged students, including the persistent absenteeism of some, leads to challenges both closing pre-existing gaps and ensuring gaps do not widen
3	Attainment gap on entry for disadvantaged students
4	Small numbers of students have behaviour challenges
5	Re-engagement of some to learning, exacerbated by the pandemic

### 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
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1. Literacy levels improve, leading to the majority of students have a reading age appropriate to their chronological age	Reading ages in line with chronological age
2. Attendance levels for disadvantaged students improve and are moving towards that of other students, which is in turn is moving towards the national average	Rates of attendance are moving towards National Average for those disadvantaged
3. Academic outcomes [progress & attainment figures] for disadvantaged students increase and the gap with others closes.	Attainment and progress gaps are closing over time
4. Levels of suspension and repeated suspension reduce for disadvantaged students	Suspension figures reduce over time

## 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: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for all teaching staff.	EEF – high quality classroom delivery helps to secure higher rates of progress	3
Implementation of coaching for learning support staff	EEF – Learning Support interventions – making these as useful as possible by supporting teaching assistants to be highly effective.	3
All staff CPD [Relational approaches, least invasive intervention, modifying language to remove confrontation]	Working with staff to remove possibility of confrontation and enable a firm but kind approach in working with young people	2,3,4
Co-planning time for subjects increased	Taking learning from practice developed through English & Maths Mastery programmes, co-planning time is scheduled across all departments.	3
Deliberate Practice Model in place	Consistency across the Academy leads to a secure base from which high-quality learning can take place and behaviour is managed in a way so as to maximise learning time	3, 4

Maths & English mastery	EEF provides evidence that this supports children to make progress	3
Whole School Reading	Dedicated reading time each day, increasing exposure to wide range of vocabulary and texts.	1, 3
Literacy Interventions	Reading Plus introduced for young people who have RA above 10, and below 12 Phonics programme for the very lowest readers	1, 3

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

Budgeted cost: £ 145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Intervention	Supporting the improvement in RA for the lowest readers, through regular, timetabled, small group intervention throughout the year	1, 3
Provision of wider reading texts	Exposure to tier 2 vocabulary and full range of texts	1,3
Year 11 examination level interventions to raise attainment	Targeted period 6 programme intervention to narrow learning gaps	3
1:1 tutoring in En & Ma	Targeted extraction programme to support progress of a small number identified students	1, 3
Small group [3-6] tutoring for Core & EBacc subjects [Y11]	Targeted programme after school to close learning gaps and improve attainment & progress	1,3
Online packages to support learning eg. Hegarty Maths, Educake, GCSE Pod (new this year) and Seneca Learning	Homework (EEF)	3
Staffing to support SEMH	LSA specifically recruited to work closely with targeted young people to enable better access to learning	1,2,3,4

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

Budgeted cost: £ 145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional attendance staff [360 staff, attendance lead [SLT], safeguarding officer.	Work with young people and families to break down barriers to attending school [EEF]	2, 3
Learning Mentors, Year Team Leads & SEN team working with young people who have high tariff behaviour points	Identification of potential unmet learning needs to enhance access to learning and hence progress	2,3,4
Headroom Counselling	Commissioned service to work with targeted young people	2, 3 and 4
Engagement with external agencies [eg LPW, Youth Moves, South Bristol Youth, Bristol Robins Foundation]	Mentoring	2, 3 and 4
Intentional focus on engagement in every classroom	Teachers plan questions and activities to engage and build confidence for less engaged learners in every classroom.	3, 4
FairShare [food provision]	Improve family wellbeing, develop trust and encourage greater engagement	2, 3
Period 6 Enrichment programme	Voluntary after school provision to encourage active engagement in school through enjoyment of P6. Opportunity to build positive relationships with members of staff outside of formal lessons, which will then impact lesson engagement/attendance. A range of enrichment and academic support opportunities offered.	2, 4
Provision of materials needed to engage in lessons	Eg supplying ingredients for food technology, boots for PE, Theatre trips, art	2,3,4

**Total budgeted cost: £ 450,000**

## 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 2022 to 2023 academic year.

Closing gaps in literacy continues to be a priority for disadvantaged learners. Every child accesses 20 minutes of reading daily, with those with the lowest reading ages accessing additional intervention. During 2022-23, disadvantaged learners made 18.6 months of progress [6.6 months of accelerated progress] in reading, as measured by NGRT tests.

Attendance of disadvantaged learners increased by 0.6% in the 2022-23 academic year. We have seen further positive impact in terms 1 and 2 of the 2023-24 academic year with an improvement of 1.5% in term 2 (compared to term 2 of the previous year) and a 10% reduction in persistently absent disadvantaged learners in the same comparable period.

Progress in implementing strong behaviour and learning routines continued through 2022-23. We have invested in increasing the size of our senior leadership team to add capacity to work on further building a positive culture at OAJW, impact of this is measured by our attendance and suspensions data with particular focus on reducing repeat suspensions for students. Our behaviour support plans now have more space for student voice so appropriate adaptations can be made to support students to successfully access all lessons. We continue to provide a range of interventions both internally and using external agencies for students who are repeatedly suspended.

Data still suggests that two extended periods of remote learning, in combination with lower attendance rates for those disadvantaged, has accentuated the gap between disadvantaged learners and those not. However, in 2022-23 the disadvantaged learners with better attendance achieved better academic outcomes compared to previous post-pandemic years.

Targeted revision and intervention support through our period 6 and school led tutoring programme, initially focussing on core and ebacc subjects but extending to include the majority subject areas helped to improve attainment for those learners who accessed this provision.

## Further information

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