

## 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 John Williams
Number of pupils in school	893
Proportion (%) of pupil premium eligible pupils	36.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-23
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Victoria Boomer-Clark
Pupil premium lead	Nathan Rees
Governor / Trustee lead	John Murphy / Phil Humphreys

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334, 208
Recovery premium funding allocation this academic year	£48,000
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	£382, 208

## 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 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.

### 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 within the academy
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

### 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
Literacy levels improve, leading to the vast majority of students have a reading age appropriate to their chronological age	Reading ages in line with chronological age
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

Academic outcomes [progress & attainment figures] for disadvantaged students increase and the gap with others closes.	Attainment and progress gaps are closing 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: £130,000

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 [Thursday morning]	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: £ 120,000

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 after school/holiday 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 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: £ 135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional attendance staff [360 staff, attendance lead [SLT] and attendance 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]	Mentoring	2, 3 and 4
Intentional focus on bottom 20-30% [engagement] in every classroom	Teachers plan questions and activities to engage and build confidence for bottom 20-30% of learners on all classrooms	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	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: £ 385,000**

## 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.

The year was impacted by Covid, with National Lockdown and schools closed from January – March. Despite this the following activity happened;

- Whole School Reading programme launched in Sept 2020 across Years 7-10 to improve exposure to a wide range of texts and tier 2 vocabulary [*exposure to fluent reading*]
- Laptop access and wifi provided for any PP students who did not have a device to access online learning [n=40] [*able to access learning from home*]
- FairShare food deliveries continued throughout lockdown to families in need [*improve family well-being*]
- In-school provision during lockdown to support key worker and vulnerable learners [*face to face provision and support where needed*]
- On-line learning mentoring prioritised throughout lockdown [*student well-being check*]
- Full timetable provision via Teams throughout lockdown [*maintain routine and learning*]
- Reset phase [March – May] to ensure students *regain confidence in learning* through experiencing success in the classroom
- Focussed and guided revision ahead of end of year assessments [*maximise success rates in formal situations*]
- Use of common revision techniques to secure knowledge and enable preparation ahead of exams [*revision modelled by staff in subjects areas using common techniques – consistency*]
- 15 minutes 'prep time' ahead of assessments [*opportunity to focus on task ahead*]

## Further information

--