

## 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 Ryelands
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Glenn Lillo
Pupil premium lead	Kate Reed
Governor / Trustee lead	Adam Browne

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,283
Recovery premium funding allocation this academic year	£20,083
School Led Tutoring	£16,828
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£223,194</b>

## Part A: Pupil premium strategy plan

### Statement of intent

All staff members of staff at Oasis Academy Ryelands accept and embrace the responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our hope is that all our disadvantaged pupils develop a love for learning and acquire skills that enable them to achieve their God-given potential. Our hope is that our disadvantaged pupils are equipped with all that they need to lead a prosperous and happy future and adult life.

Our current pupil premium strategy plan works to accelerate disadvantaged pupils' progress in Reading, Writing and Maths (RWM) through the implementation of quality first teaching and a range of targeted interventions.

*"It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed".*

**Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending**

### 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 speech and language development.
2	Difficulty in understanding new concepts.
3	Challenging learning and behavioural needs.
4	Limited exposure to a range of learning and life experiences – this plan gives opportunities to enhance children's curriculum offer through chess, mandarin, swimming lessons, musical bumps and additional IT resources.
5	Engaging the families facing the most challenges.
6	Ensuring interventions are embedded and fluid in pre and post teaching to ensure the greatest impact.
7	Ensuring adequate time is given for subject and phase leaders to monitor the curriculum.

## 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
To accelerate disadvantaged pupils' progress in RWM.	Data on Bromcom showing accelerated progress in RWM. Pupil progress meetings ensure that teachers know pupils' targets and any areas of weakness to address.
To target pupils who have speech and language issues and accelerate their progress.	SALT targets achieved and new targets set (where appropriate). Accelerated progress data evident.
To improve educational outcomes for all pupils at OAR. Notably to ensure vulnerable pupils' personal development and welfare needs are met.	Positive outcomes for pupils recorded on Bromcom. Staff all aware of vulnerable pupils and their personal and welfare needs. CPOMS records show that vulnerable pupils' needs are identified and met.
To improve educational outcomes for all pupils at OAR through a broad and balanced curriculum. Notably to ensure vulnerable pupils' personal development and welfare needs are met through our offer.	Curriculum offer at Ryelands delivers a broad and balanced diet of learning (piloting the new Oasis Curriculum). Vulnerable pupils' engagement and attainment is evident through pupil voice and data.

## 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: £84,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support for individual children ( <i>counselling, sensory room, Dragonfly room, Butterfly room, peer massage, LGBT ambassadors, Widgit computer programme, Makaton</i> ) to enable them to access the curriculum.	Small group provision allows for targeted teaching according to individual need.	1 2 3 6
Speechlink targeted SALT groups to work on key areas for SALT and communication.	Infantlink via Speechlink screening programme to identify and speech and language/communication issues around spoken language.	1 6
Training for staff on the new phonics programme to deliver the new phonics scheme effectively.	Previous phonics teaching has been effective with results above national; new phonics scheme to raise attainment further.	6 7
Work with Maths Mastery to ensure the training of staff members is embedded in Years 1 – 6 and the children are making progress in line with national expectations.	Maths Mastery approach is shown to be effective.	2 3 6 7
Improve quality first teaching to ensure all work is suitably scaffolded and challenging to meet the needs of all learners.	Observations and monitoring show that where work is suitable scaffolded children make the most progress.	1 2 3 6

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

Budgeted cost: £83,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	In groups of 3 for key children to receive 15 hours of tutoring by a qualified teacher in English or Maths	2 6
Targeted interventions to further the basic skills of the younger children to meet / exceed EOY expectations.	Small group interventions (within Butterfly and Dragonfly provision) allow children to make rapid progress.	1 2 3
Increase provision of trained reading professionals.	Support for early readers to develop reading skills.	2 3
Remove barriers to learning for identified disadvantaged pupils – emotional/ or behaviour issues (e.g. social skills groups, Lego Therapy, Zones of Regulation).	Small group support provided for pupils to help develop social skills, resilience and confidence.	3 4 5
DP/AP led intervention groups with low attaining PP pupils.	Small groups support to enable accelerated progress.	2 3
'Lives Not Knives' training for new staff.	LNK support shown to be effective.	3 5

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

Budgeted cost: £55,217

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Lives Not Knives' mentoring for vulnerable pupils.	LNK mentoring supports vulnerable pupils from being swept into knife and gang culture.	3 5
School Home Support (SHS) monitoring vulnerable pupils.	SHS mentoring focuses on pupils that are at risk of being excluded and/or finding the transition to secondary school difficult. This support allows the support worker to support and build the relationships with the pupils in primary	3 5

	and also support them in the first term in secondary school.	
Ensure all pupils have equal access to our educational visit programme; due to this, their learning is enriched and potential barriers are removed.	Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced.	4 5
Ensure equal access to a clean, good condition OAR uniform and access to the visits and trips – in line with the academy policy and home/school agreement.	Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced. Children's sense of well-being improves if they have a uniform that is the same as their peers.	4 5
Ensure Year 6 pupils have had breakfast during SATs week and are all in school on time.	Children in Year 6 will feel calm and relaxed ready for their SATs.	5
Meet our aim developing all pupils social, moral, social and cultural development (SMSC) through being committed to giving pupils relevant, cultural experiences, subsidising visits and trips as appropriate for disadvantaged pupils.	Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced. Children's sense of well-being improves when they have the same opportunities as their peers.	3 4 5

**Total budgeted cost: £84,800+£83,177+£55,217=£223,194**

## 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.

#### Progress in Reading, Writing and Maths

##### Autumn Term Data

Yr	Reading		GPS		Maths	
	PPG	Non	PPG	Non	PPG	Non
2	67.10	69.88	78	85.30	90.71	93.35
3	101.65	106.37	100.31	102.89	101.27	102
4	99.5	105.32	102	108.38	102.35	106.33
5	97.96	100.96	98.79	99.48	98.52	99.73
6	92.95	99.5	93.33	98.91	91.09	96.55

##### Summer Term Data

Yr	Reading		GPS		Maths	
	PPG	Non	PPG	Non	PPG	Non
2	102	102	101	101	95	98
3	100	101	98	102	96	97
4	93	101	90	99	90	99
5	99	101	100	99	97	102
6	96	102	97	102	93	101

This demonstrates that over the term between the data drops that disadvantaged children are broadly in line with their peers. There was a term where the children didn't attend the academy and completed online learning. The data shows that all children have made progress.

## Phonics

Autumn			
Cohort	All	Disad.	Others
Year 1	63%	56%	76%
Year 2 (retakes)	80%	76%	76%
Spring			
Cohort	All	Disad.	Others
Year 1	72%	78%	70%
Year 2 (retakes)	67%	33%	100%

The phonics assessments show that the children were on track to make the expected standard.

We will embed MonsterPhonics into Years 1 and 2 to ensure that the children continue to make progress towards the expected standard.

Year 3 will also continue with phonics to ensure the children in year 3 last year make expected standard.

The children in Reception will start the new phonics scheme.

### Other

There is a culture of vigilance regarding attendance within the academy whereby everyone knows that they contribute to raising the profile of attendance. The attendance officer has made a great impact with encouraging the school community to attend. Normally figures would be given but due to Covid19 they will be severely affected. They are above the national figure.

## Externally provided programmes

Programme	Provider
Monster Phonics	Monster Phonics
Symwriter and Inprint	Widgit
NELI	Nuffield Foundation Education Limited
Infant Link	Speechlink Multimedia Ltd
Rapid Dyslexia Screening	GL Ready, GL Assessment
Purple Mash	2Simple
Spelling and Maths Shed	Edshed
MyOn	Renaissance
Sumdog	Sumdog

## Service pupil premium funding (optional)

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