

# 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	443
Proportion (%) of pupil premium eligible pupils	33.4% (148 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2024-25
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Date on which it will next be reviewed	September 2024
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	£214,374
Recovery premium funding allocation this academic year	£5,183
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	<b>£219,557</b>

## Part A: Pupil premium strategy plan

### Statement of intent

All staff members of staff at Oasis Academy Ryelands embrace the responsibility for 'disadvantaged pupils' and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We adopt a whole school approach without assumptions about the impact of disadvantage. Our hope is that all our disadvantaged pupils develop a real love for learning and acquire skills that enable them to achieve their God-given potential. We work to ensure that all of our 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 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. Regular 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. Assessment and observation will indicate improved standard in speaking, listening and comprehension for targeted pupils. Language rich learning environments established. Staff model language and provide opportunities to develop language. Results from interventions will be scrutinised by ALT.
To improve educational outcomes for all pupils at OA Ryelands. 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 OA Ryelands through a broad and balanced curriculum. Notably to ensure vulnerable pupils' personal development and welfare needs are met through our offer.	Curriculum offer at OA 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. Acquisition of knowledge and skills will be evident through pupil voice, interest and engagement in lessons.

## 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: £78,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support for individual children ( <i>counselling, sensory room, Dragonfly room, Butterfly room, LGBT ambassadors, Widgit computer programme, Makaton, sing &amp; sign</i> ) to enable them to access the curriculum.	Small group provision allows for targeted teaching according to individual need. Communication skills and confidence is developed in a safe base for learning. Progress is monitored closely using SMART targets within Learning Success Booklets.	1, 2, 3, 6
Speechlink targeted SALT groups to work on key areas for SALT and communication.	Speechlink screening programme to identify and speech and language/communication issues around spoken language.  There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. <i>EEF supporting oral language development Aug 21</i>	1, 6
Training for staff on the new phonics programme to deliver the new phonics scheme (BookWings) 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, encouraging the development of mathematical reasoning.  EEF funded research showed that <i>Pupils receiving Mathematical Reasoning made an additional three months' progress in maths compared to other pupils in comparison schools.</i>	2, 3, 6, 7
Improve quality first teaching to ensure all work is suitably scaffolded and	Observations and monitoring show that where work is suitable scaffolded children make the most progress.	1, 2, 3, 6

challenging to meet the needs of all learners.	EEF's Guide to the Pupil Premium says <i>'evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.'</i>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £73,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.  Small group targeted support enables rapid progress. <i>EEF Teaching and Learning Toolkit shows evidence of 4 months progress for small group intervention 2021</i>	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 ( <i>e.g. social skills groups, Lego Therapy, Zones of Regulation</i> ).	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. Positive pupil voice evident.	3, 5
School Led Tutoring (1 adult tutor from The Catch Up Academy working with groups of 4 children)	Small group targeted support enables children to make accelerated progress. EEF study into Small Group Tuition shows that <i>'small group tuition is effective and, as a rule of thumb, the smaller the group the better.'</i>	2, 3, 6

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

Budgeted cost: £67,686

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
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. Children's sense of wellbeing will improve when they have the same opportunities as their peers. EEF research, Improving Social, Emotional Learning in Primary School, Sept 2019, states that <i>"children from disadvantaged backgrounds on average have weaker SEL skills at all ages that better off classmates and will require targeted support"</i>	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.	Primary needs must be met before children are in a good place to learn and do their best. Children in Year 6 will feel calm and relaxed ready for their SATs. Family Action in 2019 wrote a report on the impact of children eating breakfast and concluded that it; <i>improved cognitive function, particularly memory, attention ad executive function; improves academic performance and increases on task behaviours in class.</i>	5
Meet our aim developing all pupils social, moral, social and cultural development (SMSC) through being committed to giving	Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced.	3, 4, 5

pupils relevant, cultural experiences, subsidising visits and trips as appropriate for disadvantaged pupils.	Children's sense of well-being improves when they have the same opportunities as their peers.	
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**Total budgeted cost: £219,557**

## 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.

#### Progress in Reading, Writing and Maths

##### Phonics

Phonics Autumn Term 2021 (carried out in Year 2 due to school closure and catch up curriculum)

Postponed Phonics Check (Year 2 cohort) December 2021	All	Disadvantaged	Non-disadvantaged
	87%	89%	86%

After the partial school closure during the previous academic year, intensive phonics teaching was put in place for the children starting Year 2 in September 2021. This data demonstrates the effective Phonics teaching from the previous Year 1 (2020-2021) and Autumn term of Year 2 (2021). Targeted intervention focused on disadvantaged pupils was clearly successful with 89% passing the Phonics Check.

##### Year 1 Phonics

Autumn Term 2021			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1 (on track to meet the standard – scoring 14+)	68%	50%	78%
Spring 2022			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1 (on track to meet the standard – scoring 25+)	71%	52%	80%
Summer 2022			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1	69%	58%	77%
Year 2 (including retakes)	95%	95%	95%

The phonics assessments throughout the year showed an improving % disadvantaged children being on track.

We will embed the BookWings Phonics scheme into EYFS and KS1 to ensure that the children continue to make good progress towards the expected standard.



## RWM Data

All data shown as a %.

Year Group	READING				WRITING				MATHS			
	Autumn		Summer		Autumn		Summer		Autumn		Summer	
	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
<b>1</b> PP-24 NonPP-36	64	94	63	94	59	89	63	94	59	92	65	92
<b>2</b> PP-18 NonPP-41	61	74	78	78	56	72	67	76	72	79	78	78
<b>3</b> PP-27 NonPP-32	56	68	67	72	48	56	46	59	63	62	67	66
<b>4</b> PP-28 NonPP-27	67	81	64	85	59	77	64	81	59	81	61	81
<b>5</b> PP-23 NonPP-35	48	71	48	69	43	63	52	63	48	74	57	71
<b>6</b> PP-30 NonPP-19	72	81	67	79	72	81	63	84	76	76	47	42

Data shows that, while there is a gap between disadvantaged (PP) and non-disadvantaged pupils, this gap has narrowed in most year groups.

Disadvantaged pupils have made clear progress in Maths throughout the year in Years 1 to 5 reflecting the positive impact of the Maths Mastery curriculum.

## 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. Attendance for the academic year 2021-2022 was 94.3%. Work is in place to raise attendance to pre-Covid levels. Attendance Lead, Attendance Officer and EWO working together.

## 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
Monster Phonics e-books	Monster Phonics
BookWings	BookWings
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
School Led Tutoring (Maths)	The Catch Up Academy
Accelerated Reader	Renaissance
Online Reading Records	BoomHub

## Service pupil premium funding (optional)

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

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



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

One member of staff has registered for training for designated senior mental health leads, utilising DfE grant.

A whole school staff meeting has been scheduled for early Spring term to share the new Pupil Premium Strategy plan.

Lists of children who attract the grant are regularly updated and shared with all staff.

To monitor and improve quality first teaching, the Senior Assistant Principal has been given the role of 'Teaching and Learning Lead'. Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. *EEF Oct 21*

The BookWings Phonics Scheme is being introduced from Reception 'Effectively implementing a systematic phonics programme explicitly teaches pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.' *EEF Sep 20*

Maths is taught using the Maths Mastery concept. The concept of mastery learning was developed by Benjamin Bloom in the 1960s, building on work carried out by previous theorists. Mastery learning is the idea of allowing students to master a concept before moving on to the next one, including allowing more time or giving extra support.

In order to support language development, the TalkBoost program is used in Years 4 and 5, with SpeechLink used in Reception to Year 3. These are proven intervention programmes enabling educators to support pupils with difficulties speaking and understanding. These interventions can help children improve their speaking and understanding, with almost two thirds catching up with their peers after just eight to ten weeks.

A food bank and school uniform station is being set up in a discreet area for disadvantaged families. Our Learning Mentor is leading this and will support vulnerable families to access what is on offer.

The school runs a weekly 'Toddler Group' session for pre-school children, disadvantaged families are targeted.

School staff and sports coaches run after-school clubs including multi sports, football, basketball, art, film. Disadvantaged families are offered free places.

We have used EEF guidance to help develop our strategy. We have developed our approaches in consultation with staff, taking account of our school context and what would be likely to work with success. This plan to be reviewed and adjusted over time to secure the best outcomes for disadvantaged families at our school.