

## 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 Ryelands
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	34% (140 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25 to 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025, 2026 and 2027
Date on which it will next be reviewed	September 2025
Statement authorised by	Kate Reed <small>Principal</small> Adam Browne <small>Regional Director</small>
Pupil premium lead	Kate Reed <small>Principal</small>
Governor / Trustee lead	Adam Browne <small>Regional Director</small>

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,715
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>£196,715</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.

High-quality teaching is at the core of our approach, with a focus on areas in which disadvantaged pupils require most support. This has been shown to have the greatest impact on closing the disadvantage attainment gap and at the same time should also benefit the non-disadvantaged pupils.

*“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

	educational visits and workshops, 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 'Insight' 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 clear opportunities to develop language. Results from interventions will be monitored and 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 'Insight'. 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 (via the OCL 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: £62,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic support for individual children ( <i>counselling, sensory room, Dragonfly room, Butterfly room, LGBTQ+ ambassadors, Widgit computer programme, Makaton, 'Musical Bumps'</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 (monitored closely by SENDCo)	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
Work with the Maths Hub for a maths mastery approach 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 challenging to meet the needs of all learners.	Observations and monitoring show that where work is suitable scaffolded children make the most progress.  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</i>	1, 2, 3, 6

	<i>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: £78,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to further the basic skills of the younger children to meet / exceed end of year expectations.	<p>Small group interventions (within Butterfly and Dragonfly provision) allow children to make rapid progress.</p> <p>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></p>	1, 2, 3
Remove barriers to learning for identified disadvantaged pupils – emotional/ or behaviour issues (e.g. social skills groups, Lego Therapy, Zones of Regulation, Nurture groups).	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.	<p>Small groups support to enable accelerated progress.</p> <p>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></p>	2, 3
<p>Primary Stars (Palace for Life) interventions</p> <p>Group sessions led by Sports coach aimed at supporting both academics and well-being through sport (<i>Moving Maths, Team Mates, Reading Stars, Transition Programme</i>)</p>	Small group support provided for pupils to help develop social skills, resilience and confidence through the use of sport.	2, 3, 4, 6

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

Budgeted cost: £55,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all pupils have equal access to our educational visit programme; due to this, their learning is enriched and potential barriers are removed.</p>	<p>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.</p> <p>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>"</p>	<p>4, 5</p>
<p>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.</p>	<p>Equal access supporting vulnerable families and enabling pupils' self- confidence and experiences to be enhanced.</p> <p>Children's sense of well-being improves if they have a uniform that is the same as their peers.</p>	<p>4, 5</p>
<p>Ensure Year 6 pupils have had breakfast during SATs week and are all in school on time.</p>	<p>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.</p> <p>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 and executive function; improves academic performance and increases on task behaviours in class.</i></p>	<p>5</p>
<p>Meet our aim developing all pupils social, moral, social and cultural development (SMSC) through being committed to giving pupils relevant, cultural experiences, subsidising visits, trips and enrichment clubs as appropriate for disadvantaged pupils.</p>	<p>Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced.</p> <p>Children's sense of well-being improves when they have the same opportunities as their peers.</p>	<p>3, 4, 5</p>

**Total budgeted cost: £196,715**

## 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 **2023 to 2024** academic year.

<b>Progress in Reading, Writing and Maths</b>			
<b>Phonics</b>			
<b>Year 1 Phonics Check</b>			
<b>Autumn Term 2023</b>			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1 ( <b>on track</b> to meet the standard – scoring 14+)	82%	62%	88%
	42/56	8/13	38/43
<b>Spring 2024</b>			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1 (on track to meet the standard – scoring 28+)	81%	62%	88%
	46/56	8/13	38/43
<b>Summer 2024</b>			
Cohort	All	Disadvantaged	Non-disadvantaged
Year 1	92%	92%	93%
	52/56	12/13	40/43
Year 2 (including retakes)	95%	90%	97%
	54/57	18/21	36/37

Termly phonics assessments throughout the year showed an improving % disadvantaged children being on track to meet the standard, with a large increase in attainment between the Spring and Summer Term. Children’s progress is tracked closely, and gaps analysis completed (using Phonics Tracker) so that target areas can be identified and addressed through carefully planned teaching and intervention.

The BookWings Phonics scheme in EYFS and KS1 continues to be used to ensure that the children make good progress towards the expected standard.



## RWM Data for Academic Year 2023-2024

All data shown as a % at the expected standard and above.

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-13 NonPP-43 %PP=23%	54	84	70	86	39	81	70	81	77	90	85	86
<b>2</b> PP-20 NonPP-37 %PP=35%	55	81	60	84	50	75	50	79	60	81	65	95
<b>3</b> PP-26 NonPP-34 %PP=43%	50	85	56	82	50	83	52	82	50	95	59	91
<b>4</b> PP-23 NonPP-34 %PP=40%	61	84	58	75	61	71	66	74	61	80	59	74
<b>5</b> PP-26 NonPP-30 %PP=46%	85	87	68	76	73	67	69	74	73	77	68	76
<b>6</b> PP-29 NonPP-30 %PP=48%	76	74	87	93	69	70	81	89	55	63	74	89

Data shows that there continues to be a gap between disadvantaged (PP) and non-disadvantaged pupils (NonPP) in most year groups, with non-disadvantaged pupils largely attaining higher than their disadvantaged peers.

The % of disadvantaged pupils in each year group is higher as you go up through the school and there are considerably fewer disadvantaged pupils in Year 1 compared with Year 6 (23% in Year 1 compared with 48% in Year 6). This is reflected in the data where the gap in attainment is smaller in the higher year groups.

The progress shown by disadvantaged pupils is evident across Reading, Writing and Maths with the Summer Term data showing a higher % of children working at the expected standard in most year groups.

### Other

Improving attendance has continued to be a key priority for the school with all staff aware that '*attendance is everyone's business*'. Attendance continues to be closely monitored and clear improvements have been made over the last academic year.

Attendance for the academic year 2023-2024 rose to **95.6%**, up from 93.2% the year before and persistent absence fell to **9.9%**, down from 21.3% the year before.

Work remains in place to raise attendance to pre-Covid levels with the Attendance Lead, Attendance Officer and EWO working closely 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
BookWings	BookWings
Symwriter and Inprint	Widgit
Infant Link	Speechlink Multimedia Ltd
Rapid Dyslexia Screening	GL Ready, GL Assessment
Spelling and Maths Shed	EdShed
Sumdog	Sumdog
Study Hall AI	Study Hall AI
You HQ	You HQ
Primary Stars Interventions	'Palace For Life' Foundation
Charanga	Charanga
BusyThings	BusyThingsLtd
Phonics Tracker	Phonics Tracker

## 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 received training as the designated senior mental health lead, utilising DfE grant. In addition, 7 members of staff have completed Mental Health First Aider training through Place2Be.

A whole school staff meeting is scheduled for early Spring term to share the new Pupil Premium Strategy plan so all staff are aware of the focus and expenditure.

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

To monitor and improve quality first teaching, the 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 has been 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. This year, the Maths Lead is working as part of the Maths Hub, promoting Maths Mastery.

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 has been set up in a discreet area for disadvantaged families. Our Nurture and Well-being TA leads this and supports vulnerable families to access what is on offer. We have also enlisted the help of parents and carers to help run this provision after school.

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

School staff and sports coaches run after-school clubs including multi sports, football, basketball, art, film and guitar.

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.