

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Skinner Street
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	1/10/2022
Date on which it will be reviewed	1/10/2023
Statement authorised by	Victoria Richmond
Pupil premium lead	Claire Dysart
Governor / Trustee lead	Adam Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,213
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£295,213

Part A: Pupil premium strategy plan

Statement of intent

To narrow the gap between disadvantaged and non-disadvantaged across all subject areas. Including attendance and those families who have persistent absence. To reduce the number of excluded pupil premium pupils.

These objectives will be met by offering targeted support and interventions to close the gap and address identified needs particularly those because of the Covid 19 pandemic.

The key principle is that all children achieve their potential regardless of their starting point and are given appropriate support to do so.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and levels of persistent absence
2	Behaviour incidences and exclusions data
3	Wellbeing, mental health and safeguarding concerns
4	Access to technology and educational materials
5	High mobility

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 improve attendance and reduce persistent absence	Attendance and levels of persistent absence to be at national levels.
Exclusions to be significantly reduced and behaviour needs to be supported effectively	For exclusions to be in line with national levels or lower and behaviour incidences to have reduced
Pupils to have mental health support and know how to manage their own wellbeing as well as how to keep themselves safe.	Pupil voice to show that all pupils are able to access support and where and how to get help to keep them safe.
All pupils in the Academy to have access to iPads through the Horizons project, to know how to use educational materials and keep safe online.	Pupils use of technology in the Academy is embedded into the curriculum and is used to support learning outside the school day through resources such as ebooks.
Children joining the Academy are given the support need to address any gaps because of a change in provider.	Children are not at a disadvantage due to their mobility.

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: £ 42,947.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fortnightly Coaching sessions £31,790</i>	Instructional coaching has the best evidence as the most effective form of CPD. At Oasis Academy Skinner Street it was used to develop the quality of remote teaching during lockdown and will now be used to inform practice of all teaching staff across the academy.	2,3,4 & 5
<i>Attendance officer employed and to achieve formal qualification Attendance Officer £10,607.00 Course £550</i>	Investing in a dedicated staff member to have a focus on attendance to ensure all absences are followed up in a timely and effective manner. Investing in training will support the staff member to be able to carry out their role effectively and have impact on raising attendance to national levels and addressing persistent absence.	1

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

Budgeted cost: £ 207,849.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lightening tutoring from Fisher Family Trust £7500 per term £45000 per year	Education Endowment Foundation evidence indicates small group and one to one interventions are a powerful tool to support pupils to make good progress	4 & 5
Tutor appointed to work with small groups £5670 per term £34,020 per year	Education Endowment Foundation evidence indicates small group, and one to one intervention are a powerful tool to support pupils to make good progress. For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well trained.	4 & 5
<i>Small group interventions across KS2</i> £67,829.50	Education Endowment Foundation evidence indicates small group, and one to one intervention are a powerful tool to support pupils to make good progress. For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well trained.	4 & 5
<i>Supporting pupils with identified SEND need within their classrooms</i> £61,000	The strategic deployment of Teaching Assistants (TAs) will also be important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.	4 & 5

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

Budgeted cost: £ 20,760.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised funding for pupils to attend residential trip in year 6</p> <p>£4000</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p>	<p>3</p>
<p>Extend provision subsidised:</p> <p>Breakfast club – Magic Breakfast £2,868.23</p> <p>Afterschool Club – In house provision £20,760.79</p> <p>Extra- Curricular activities including working with Chatham town football club</p>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school.</p> <p>In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement.</p> <p>The research also indicates that attracting and retaining pupils in before and after school programmes is harder at secondary level than at primary level. To be successful, any extension of school time should be supported by both parents and staff. It should also be noted that more extreme increases may have diminishing effects if engagement of pupils is reduced.</p>	<p>3 & 2</p>

Total budgeted cost: £ 295,213.00

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.

Performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

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

Service pupil premium funding (optional)

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

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.