

Oasis Academy Temple

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Temple
Number of pupils in school	709
Proportion (%) of pupil premium eligible pupils	198 (29%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Sara-Jayne Martin
Pupil premium lead	Motahir Khan
Governor / Trustee lead	Emma Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,845
Recovery premium funding allocation this academic year	£28,565
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	£301,410

Part A: Pupil premium strategy plan

Statement of intent

At OAT, we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We intend to set children up to have the skills, knowledge and confidence to succeed. We have high expectations for all of our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential.

It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We focus on supporting all disadvantaged children to achieve the highest levels. Targeted support also enables higher attainers to achieve their full potential.

As an inclusive school, OAT strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the school's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

At OAT School we will:

- Make decisions about the spending of Pupil Premium funding based on educational research and best practice
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM, PP and LAC pupils
- Track the attainment and progress of disadvantaged pupils as a group and ensure this is in line with the progress and attainment of the wider cohort
- Measure the success of the PPG investment against the extent to which we overcome educational disadvantage by closing the achievement gap between disadvantaged pupils and their peers

Challenges

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

Challenge number	Detail of challenge
1	There is gap between PP children are working below ARE compared to non PP
2	Phonics attainment for PP children is below national average and needs to rapidly improve
3	GLD and KS1 outcomes are below national average for PP children and needs to rapidly improve
4	Due to ongoing circumstances beyond their control, some children have limited access to a range life enriching experiences
5	Persistent absence in PP children is higher than in non-PP children

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
All PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally	<ul style="list-style-type: none"> *Pupil Premium children access school led tutoring programme *Reading books closely matched to their reading age/level *Pupil premium children to access differentiated learning/ learning scaffolded *Tutor groups for targeted children to accelerate progress *100% of teaching will be good or better across school
PP pupils achieve the expected standard in phonics check and this is in line with national	<ul style="list-style-type: none"> *PP pupils will progress at least as well through their Early Reading journey *Year 1 and 2 Phonics Screening will be 80% or higher *Phonics monitoring shows that 100% of the teaching of Phonics is good or better
Significantly raise the attainment of PP children in EYFS and KS1 so that it is in line with national average	<ul style="list-style-type: none"> *All staff are signed up to Steplab to consistently improve their practice *100% of teaching will be good or better across school *The trajectory of achievement for PP children will maintain in line with Non-PP children throughout the school so that outcomes at each assessment point are in line with their peers

<p>Implement a range of cultural capital experiences of school clubs / after school clubs with a focus on disadvantaged pupils.</p>	<p>*PP Pupils will develop their cultural capital and be given opportunities to access a wide range of clubs. *Children attended funded after school clubs *Enrichment opportunities mapped out across the curriculum Pupil and parent voice will reflect positive impact.</p>
<p>Attendance for disadvantaged pupils to be in line with national average for this group of pupils.</p>	<p>*Increased attendance rates for all pupils eligible for PP *Improved PA rates for PP pupils *All families who are eligible for Pupil *Premium support are identified and aware of the necessity of accessing this support *Support to access breakfast club *Wake up calls from the family support workers *Multi-agency approach to identify barriers to attendance and eliminate them</p>

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: £191,268

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<ul style="list-style-type: none"> Teachers will have a more effective set of strategies for teaching writing, providing quality first instruction around writing. All teachers will have further training for the Write Stuff Training and be released for this. Copies of the Write Stuff will be purchased for teachers. A dedicated leader for English will support high quality curriculum development and offer coaching support for teachers to rapidly improve the quality of practice 	<ul style="list-style-type: none"> PP chn are typically underperforming against their peers in Writing. Writing attainment is poorest across the school of all of the core subjects. PP chn perform significantly less well in writing than their peers. Developing the quality of instruction in writing will support PP chn to improve their outcomes. 	<p>1 day of release time: 21 days of supply for all teachers to have writing training.</p> <p>£4,095</p> <p>English Lead release time: ½ a day a week £3900</p> <p>Total: £7995</p>	1, 2 & 3
<ul style="list-style-type: none"> TA to read weekly with each PP child in EY to Y3 to develop a love of reading and create accountability around reading at home 	<ul style="list-style-type: none"> Pupils across all year groups are reading less well than their more affluent peers PP children will improve their reading outcomes so that outcomes match that of their more affluent peers 	<p>Cost of TA</p> <p>100 chn per week.</p> <p>Cost of 3 TAs for 5 afternoons a week:</p> <p>Total: £36,700</p>	1, 2 & 3
<ul style="list-style-type: none"> Staff to be trained on strategies around assessment that support and sharpen focus on intervention for pupils falling behind. TLaC online subscription to access videos that provide best practice examples Visualiser stands purchased for all staff to support highly effective formative assessment TLaC Train the Trainer training will support key leaders in the academy to develop the skills to coach staff to implement highly effective teaching techniques 	<ul style="list-style-type: none"> EEF research shows that highly effective practice is the most significant lever available for closing the disadvantage gap TLaC provides high quality training on effective principles of pedagogy 	<p>TLAC: £48</p> <p>Cost of Teach Like a Champion Books: £700</p> <p>Visualisers: £2700</p> <p>TLaC Training: £7000</p> <p>Total: £10,500</p>	1, 2 & 3

<ul style="list-style-type: none"> Phonics instruction to be highly effective and ensures all pupil premium pupils are reading fluently Phonics development days support to support teachers/TAs to become more effective in the teaching of Phonics. Purchase of phonics resources to support highly effective phonics teaching 	<ul style="list-style-type: none"> Research demonstrates that pupils who fall behind in reading will struggle to catch up. PP often perform less well than their peers academically High quality training of phonics instruction will ensure that PP children do not fall behind their peers in reading The EEF (The Education Endowment Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research. 	<p>£1950 for Development Day for Phonics (x3)</p> <p>RWINc Phonics Lead Release time 25 days</p> <p>£7,500</p> <p>RWINc training time: Cost of 12 days supply teacher:</p> <p>£2,340</p> <p>Cost of Oxford Owl Online: £200</p> <p>Oxford Owl Readers online: £300</p> <p>Additional tutoring resources: £2000</p> <p>Cost of decodable readers for phonics lesson:</p> <p>£3,900</p> <p>Total: £18,190</p>	2
EY PP children will receive early intervention and language support using the Welcomm programme	<ul style="list-style-type: none"> The EEF(The Education Endowment Foundation) Teaching and Learning Toolkit states that oral language interventions have a very high impact for very low cost based on extensive evidence. Early identification and intervention of those pupils with gaps in language development and acquisition mean that PPM pupils are able to catch up with their peers more rapidly 	<p>5 TA Afternoons (x3)</p> <p>£45,000</p> <p>£2000 resources and training for Welcom</p> <p>Total: £47,000</p>	3
<ul style="list-style-type: none"> To raise the quality of Maths instruction so that pupils are making rapid progress in Mathematics To coach and co-plan with teachers in Mathematics to raise the quality of practice To provide a high quality set of teaching resources for staff so 	<ul style="list-style-type: none"> EEF research shows that high quality teaching practice has the biggest impact upon pupil outcomes 	<p>Maths Leadership release cost:</p> <p>£3900</p> <p>Development of curriculum resources: £1000 (5 days release)</p>	1 & 3

they have clear models for teaching Mathematics		<p>Cost of White Rose: £150</p> <p>Cost of Sumdog: £900</p> <p>Total: £5950</p>	
<ul style="list-style-type: none"> TA support in classrooms is increasingly effective and provide support that scaffolds learning. A TA CPD programme ensures that TA practice is constantly developing 	<ul style="list-style-type: none"> Teaching Assistants provide all of the in class and intervention support for disadvantaged pupils Ensuring they are highly effective will mean that they are able to have a significant impact upon pupils TA support in the classroom is in line with the guidance offered from the EEF about what constitutes best practice for TAs 	<p>All TAs - one hour per week training time:</p> <p>£30,000</p>	1, 2 & 3
<ul style="list-style-type: none"> To ensure that all pupils develop a love of reading and have access to a wide range of rich literature To promote a love of reading across school through inviting and diverse libraries To have a range of texts mapped across the curriculum so that pupils study a range of key authors and build a strong literary canon during their primary education To access external reading consultancy support so that the reading and literacy offer is regularly reviewed and pupils are accessing a rigorous reading offer 	<ul style="list-style-type: none"> Reading attainment in pupil premium pupils can often be lower than that of their more affluent peers, strongly investing in the reading offer will promote a love of reading 	<p>Books purchased for reading or English for library: £9000</p> <p>Accelerated Reader: £6000</p> <p>NLP Reading Support: £1,500</p> <p>Book vending machine and stocking £5000</p> <p>Total £21,500</p>	1 & 3
<ul style="list-style-type: none"> To purchase resources to further improve the Nursery and Reception learning environment so that pupils in the Early Years make strong progress from their starting points 	<ul style="list-style-type: none"> Research shows that pupil premium pupils start school on average around 15 months behind their more affluent peers A rich and inviting learning environment will drive pupil progress in the Early Years 	<p>Cost of resources for the EY environment £10,000</p>	2

<ul style="list-style-type: none"> Further develop the innovative Oasis Curriculum which is led by 1:1 ipad devices Resource the carefully sequence and backwardly planned curriculum across all subject areas Implement a rigorous knowledge rich history and geography curriculum 	<ul style="list-style-type: none"> A carefully planned curriculum with a rich cultural capital offer will ensure that pupils make excellent progress from their starting points 	<p>Cost of curriculum resources purchased for the Oasis curriculum : £10,000</p> <p>Devices replacement for pp children: £5000</p> <p>£15,000</p>	1 & 4
<ul style="list-style-type: none"> Support teachers to develop strong adaptation strategies for EAL learners 	<ul style="list-style-type: none"> Nearly 100% of pupils at Temple have EAL. Widgit provides research based dual coding so that pupils are able to increasingly develop their vocabulary 	<p>Purchase of widgit software £1500</p>	1, 2 & 3
<ul style="list-style-type: none"> Training and development to ensure best practice around support additional needs for pupil premium children Training to be offered by the SENDCo through additional release time offered which is increased this year 	<ul style="list-style-type: none"> Pupil premium children are more like to have additional needs and also more likely to achieve more poorly than their peers Quality first teaching is shown to have the biggest impact upon closing the attainment gap 	<p>2. 5 days a week release time from the SENDCo.</p> <p>£27,000</p>	

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<ul style="list-style-type: none"> Children to access the School Led Tutoring programme 	<ul style="list-style-type: none"> The EEF (The Education Endowment Foundation) states that small group tuition has a very high impact for very low cost based on extensive evidence. Data across school highlights target children who require some additional tutoring to enable them to make accelerated progress. 	<p>Tutoring cost £28,565</p>	1

Targeted Interventions

Budgeted cost: £ 109,200

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
<ul style="list-style-type: none"> PP pupils will have access to a wide range of cultural activities and experiences that will continue to develop their cultural capital and contribute to the development of their character. 	<ul style="list-style-type: none"> Many PP families struggle to access extra-curricular opportunities due to constraints in family funding. This limits character development and cultural capital for PPM pupils. Parent and pupil voice showed that the community was keen for children to access a variety of after school clubs. After school clubs will be subsidised for pupil premium students. This will develop their cultural capital and open up activities and learning they may not otherwise have access to. 	<p>Trip subsidies £10,000</p> <p>Cost of external after school club providers £6000</p>	4
<ul style="list-style-type: none"> Family Support Workers will be the initial support point for parents regarding factors which could impact children including attendance and lateness. FSW will focus their work on PP families to ensure they are able to overcome any wider barriers to learning such as housing, financial challenges or challenges with parents e.g. behaviour management in the home. 	<ul style="list-style-type: none"> PP families can often face other challenges in accessing their education. These may be related to home circumstances, parent capacity or financial resources. 	<p>Family Support Worker Salaries: £40,600</p>	5

Total budgeted cost: £ 311, 1145

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.

Pupil outcomes at KS2 were broadly in line with National expectations with GLD, Phonics and KS1 results below national. This represents an improvement on previous years and as noted in this year's report the focus will be EYFS and KS1 to rapidly raise attainment and progress.

All staff received a range of CPD last academic year, including around pedagogical approaches to further strengthen the teaching that is already taking place.

Attendance of pupil premium children was 3% below that of non-pupil premium children over the year.

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
Accelerated Reader	Renaissance Learning