

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 (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 Parkwood
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	57
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sep 22
Date on which it will be reviewed	July 2023
Statement authorised by	Tracey Norriss
Pupil premium lead	Tracey Norriss
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225 960
Recovery premium funding allocation this academic year	£6 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£331 960

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
--------------------------------------------------------------------------------------------------------------------------------------	--

Part A: Pupil premium strategy plan

Statement of intent

OA Parkwood provides equality education which is tailored to meet the needs of all the pupils it serves. The holistic approach to provision enables all to access the curriculum and have high quality teaching and learning. We have constructed an ambitious curriculum designed to give the pupils the knowledge and the cultural capital they will need in life.

We aim through our pupil premium funding to provide a curriculum that meets the needs of the local context but also thoroughly prepares for their future learning and employment opportunities. This may be done in small group work, pastoral work, interventions, after school clubs, boosters, and emotional health development.

Given the fragility of the local economy, we are determined to make sure that our pupils develop as many skills as possible to overcome the social disadvantages they may face as they grow up.

Challenges

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

Challenge number	Detail of challenge
1	Raise attainment in individual subjects and combined.
2	Attendance of PP children especially PA
3	Parental engagement
4	High mobility
5	On entry low reading skills
6	Speech and language and oral skills.
7	Cultural experiences

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
For all disadvantage pupils to attain the same as non disadvantage pupils.	For all disadvantage pupils to reach the national average or better and there to be no gap between Parkwood's, disadvantage pupils and not. Teaching and Learning in the classroom is highly effective.
Improved oral language and comprehension throughout the key stages.	For children with lower starting points (On entry on EYFS) to be able to speak with confidence and in full sentences. For parents and carers to be involved in the process and support the work at home that is done in school. Achievement for EY PP children will in the area of C and L will be the same as their more affluent peers.
For disadvantaged pupils who are imported into OAP to make rapid progress to catch up with Pure Parkwood children.	For there to be no difference in attainment from those pupils who start with Parkwood in Early Years and those who are imported.
The attendance of PP pupils to continue to improve.	Reduce the number of persistence absences among PP so EWO involvement is minimised.
Embed effective learning habits for disadvantaged pupils.	All PP pupils accessing school in with a positive behaviour for learning attitude.
Phonics Catch-up.	PP pupils will progress at least as well through their early reading journey. All PP in year 2 to reach 75% All pupils in Year 1 to reach 78%
Catch up in reading	For there to be no gap between non-PP and PP children. Pedagogy and practice will sharpen and improve, impacting on PP
Cultural Experiences	PP 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.

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: £ 195 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>An extra teacher in the upper phase which allows for classes of smaller number of pupils.</i>	<p>The research shows that effective teaching is the most important level for closing the attainment gap between PP children and their peers.</p> <p>Highly effective practice is the most significant lever available for closing the disadvantaged gap.</p> <p>To be able to work with small groups in Year 6 and boost children in the afternoon.</p>	1 and 5
<i>Apprentice TA</i>	<p>Two years we have appointed apprentice Tas who have gone on to be employed and have a positive impact on Teaching and learning</p>	1 and 5
<i>RWI/Bookwings training and Fresh Start</i>	<p>RWI scores averaged 90% before the pandemic</p> <p>Research demonstrates that pupils who fall behind in reading will struggle to catch up.</p> <p>PP often perform less well than their peers academically.</p> <p>High quality training of phonics instruction will ensure that PP children do not fall behind their peers in reading.</p>	1 and 5
<i>Extra booster teaching half a day a week.</i>	<p>The research shows that effective teaching is the most important level for closing the attainment gap between PP children and their peers.</p> <p>Highly effective practice is the most significant lever available for closing the disadvantaged gap.</p>	1 and 5
<i>2 small classes within FS</i>	<p>Research shows that children learn better in small classes.</p> <p>Two classes of 20 allow for gaps to be focused on and closed with FS</p>	1, 2, 3, 5 and 6

<p><i>Extra EYP 0.5 in FS</i></p>	<p>TA support in classrooms is highly effective. TA support in classrooms provides support that scaffolds learning. TA support in the classroom is in line with the guidance offered from the EEF about what constitutes best practice for TA.</p>	<p>1, 2, 5 and 6</p>
<p><i>Learning mentor/safeguarding officer plus TA in Rainbow room</i></p>	<p>PP pupils can often face challenges with their emotional and personal development. The Learning mentor will provide highly targeted mentoring support specifically aimed at PP children to ensure their emotional needs are met so that they are ready to learn.</p>	<p>1,2,3,4,5,6 and 7</p>

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

Budgeted cost: £ 24939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>121 teacher for phonics for 0.5 of the week.</p>	<p>TMT has given a boost and closed the gaps previously giving us an average score of 90% in the phonics screening. 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.</p>	<p>1, 4 and 5</p>
<p><i>PIXL</i></p>	<p>PP pupils will be prioritised for these interventions so that they make at least as good progress as their peers.</p>	<p>1 and 4</p>
<p><i>Mathletics</i></p>	<p>PP pupils will be prioritised for these interventions so that they make at least as good progress as their peers.</p>	<p>1,4 and 5</p>
<p><i>edukey</i></p>	<p>This enables the SENDCo to provision map the interventions so that all PP/SEND children et focussed interventions.</p>	<p>1,4 and 5</p>
<p><i>Resources</i></p>	<p>Research shows that a lack of funding can mean that PP children do not have</p>	<p>1,4, 5, 6 and 7</p>

	access to the same learning resources at home.	
--	------------------------------------------------	--

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

Budgeted cost: £ 40400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School farm</i>	Research shows that animals have a calming effect on pupils and provide enjoyment and a sense of purpose to many.	1,2,4,6 and 7
<i>Breakfast club</i>	Research shows that PP children often come to school hungry and therefore not ready to start the day in the correct manner.	1,2,3,4 and 6
<i>Cultural visits</i>	Research shows that most PP children do not travel widely or experience a range of activities during their lives.	1, 2 and 7
<i>Class DOJO</i>	Previous questionnaires show parents like the communication through this platform. Class DOJO will enable parents to communicate effectively with parents immediately. Parents will be able to see what activities the children are doing on a daily basis.	3

Total budgeted cost: £ 260459

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.

Having an extra teacher supported Year 6 learning, their baselines were very low and increased significantly over the year. 18 pupils would have been taught in a mixed year 5 and 6 class if we had not had the extra teacher and this would have been difficult with the new planning etc. This teacher boosted in the afternoons which meant focussed teaching could occur.

48% combined, 58% reading, 70% writing, 56% maths.

We were moderated by the LA for writing.

The apprentice TA supported in Year 2 and this helped with small group teaching, a very challenging year group but they achieved well with plenty of support within the class.

70% reading, 70% writing and 70% maths

RWI training was given to all who needed it and some refreshing training. Close Pupil progress meetings ensured direct teaching and interventions were applied where necessary and average results were achieved. A TA was appointed to do TMT every afternoon and class phonics and extra phonics and Fred Club done weekly were carried out to ensure the results.

73% (Before the pandemic we usually hit 90% so still some work to do.)

70% disadvantaged 78% non-disadvantaged.

Having small classes in FS helped the children to settle quickly and to make up loss of learning during the pandemic, it also helped with parental engagement as the set of parents are very needy.

68% pass.

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
N/A	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.