

Pupil Premium Strategy Statement 2025–26 Oasis Academy Immingham

Overview of the Pupil Premium Strategy 2025–26

At Oasis Academy Immingham, our Pupil Premium Strategy for 2025–26 reflects our unwavering commitment to equity, inclusion, and excellence for all students. We recognise that socio-economic disadvantage should never be a barrier to success, and we are determined that all students – regardless of background – achieve strong academic outcomes and develop the character, confidence, and skills needed to thrive in life beyond school.

The Pupil Premium Grant (£233,275) is used strategically to:

- Sustain high-quality teaching through investment in staff development, professional coaching, and structured peer mentoring.
- Deliver targeted academic support in literacy, numeracy, and core subjects using evidence-based interventions and digital learning tools such as Sparx Maths, Sparx English, and GCSEPod.
- Provide wider strategies that address barriers to learning, including attendance, wellbeing, enrichment, uniform support, and access to physical activity and healthy living.

Our approach is rooted in research and informed by the Education Endowment Foundation (EEF) and the DfE’s Menu of Approaches. We focus on three key pillars that underpin effective Pupil Premium provision:

- High-quality teaching – the most powerful tool for raising achievement.
- Targeted academic support – addressing gaps in learning through precision intervention.
- Wider strategies – tackling non-academic barriers to ensure all students are ready to learn and succeed.

This strategy aligns with the Oasis Community Learning ethos that every child is entitled to an exceptional education. Our investment in staffing, professional development, technology, and enrichment opportunities ensures that disadvantaged students experience a rich, aspirational curriculum that fosters belonging, motivation, and achievement.

Through this plan, we will continue to close the attainment gap, build resilience, and create an inclusive environment where every learner can reach their full potential. The strategy is continuously reviewed using data, student voice, and impact evaluation to ensure that funding has a sustained, measurable effect on outcomes.

School Overview

Number of pupils in school	588
Proportion (%) of pupil premium eligible pupils	246
Academic years covered by this strategy	2025–26, 2026–27, 2027–28
Date this statement was published	01 October 2025
Date on which it will be reviewed	30 September 2026
Statement authorised by	S. McLoughlin
Pupil premium lead	N. Gallafent
Governor / Trustee lead	H. Stennett
Total pupil premium funding allocation this academic year	£233,275

Part A: Pupil Premium Strategy Plan

Statement of Intent

We promise to support our students and provide them with the skills and education to be successful in any career of their choice. We firmly believe in a structured environment founded upon healthy relationships and respect. All our young people, regardless of starting point, will fulfil their potential. Through great teaching and learning they will become valuable and happy members of the community in which they live. All students will have the opportunity to REACH and achieve their goals and attend their first choice University, or a real alternative, and lead a fulfilling and happy life.

Our primary aim is to minimise the disparity in progress and achievement between disadvantaged and non-disadvantaged students. This plan outlines our provisions and strategies, showcasing our well-considered fund allocation, rooted in research evidence and customised to meet our students' needs. Additionally, it is informed by the EEF's research and the DfE menu of approaches for supporting disadvantaged and vulnerable students while enhancing outcomes for all.

A pivotal component of our strategy involves relentless commitment to ensuring that every student has access to high-quality education. This commitment is actioned through our Peer Mentoring and Coaching Waves programme, which drives professional growth and consistency in teaching quality across the academy.

We continue to invest in the recruitment, retention, and development of our staff at every stage of their career. This remains a cornerstone of our success. We also recognise the importance of addressing attendance, wellbeing, and engagement as fundamental enablers of academic success. Many of our Pupil Premium strategies therefore support both academic recovery and the removal of pastoral barriers to learning.

Challenges

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

Challenge No.	Detail of challenge
1	Academic achievement and progress gaps between disadvantaged and non-disadvantaged students.
2	Low literacy and oracy levels, particularly impacting access to the curriculum and examination questions.
3	Attendance and punctuality gaps between disadvantaged pupils and their peers.
4	Social, emotional, and behavioural barriers hindering engagement and wellbeing.
5	Limited access to enrichment, aspiration, and cultural capital opportunities.

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
Student outcomes - the achievements of disadvantaged students align with those of all students.	Students who are disadvantaged or vulnerable successfully reach or surpass their target grades.
Bridge literacy level gaps for disadvantaged students across KS3 and KS4.	Students' reading ages are inline with their chronological reading age; rapid literacy progress is evidenced through NGRT, Sparx English, and Reading Plus data.
Improve attendance and reduce persistent absence.	Attendance rate for disadvantaged pupils above 88% and persistent absence below 25%.
Support social, emotional, and behavioural development.	Reduction in behaviour incidents; improved PASS survey and student voice data.
Increase aspiration and cultural capital opportunities.	All PP students access at least one enrichment or aspirational event per term.

Activity in this Academic Year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £126,300 (54% of total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment, and curriculum responsive to student needs.	EEF: Exceptional teaching is the most effective driver of student achievement. Prioritising teacher expertise, curriculum depth, and adaptive teaching ensures sustained improvement.	1, 2
Peer Mentoring and Coaching Waves – structured professional development supporting staff reflection, feedback, and consistency.	EEF: Mentoring and coaching improve classroom practice and build teacher confidence and retention.	1, 2
Literacy strategy – coordinated literacy across all subjects through NGRT, Reading Plus, Ruth Miskin Fresh Start, and Sparx English.	EEF: Reading comprehension and language development interventions deliver +5–6 months of additional progress.	1, 2, 3
Recruitment and retention – investment in specialist teaching posts and leadership stability (e.g., Heads of Year, Literacy Lead).	EEF: Retaining great teachers and reducing turnover ensures continuity and supports disadvantaged learners.	1, 3, 4
Technology to support learning – Horizons iPads, Sparx Maths & English, GCSEPod, and Formative.	EEF: Digital technology, when used with clear pedagogy, enhances retrieval practice, feedback, and independent study.	1, 2, 3

Targeted Academic Support (for example, one-to-one, small group, interventions)

Budgeted cost: £53,650 (23% of total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group tuition in literacy and numeracy delivered by qualified staff and teaching assistants.	EEF: Targeted tutoring, closely aligned with classroom teaching, accelerates progress for disadvantaged pupils.	1, 2
SEND-specific interventions including scaffolding, flexible grouping, and explicit instruction.	EEF: Structured support for SEND students ensures equitable access to the curriculum.	1, 2, 4
Literacy and numeracy interventions using Reading Plus, Sparx Maths and English, and Fresh Start phonics.	EEF: Literacy and numeracy interventions have strong evidence of impact when delivered consistently.	1, 2, 3
Careers mentoring, small group guidance, and aspirational visits.	EEF: Exposure to high-quality careers education increases engagement and long-term motivation.	1, 5
Librarian-led reading promotion and support.	EEF: Promoting a culture of reading fosters vocabulary development and academic success.	2, 5

Wider Strategies (for example, attendance, behaviour, wellbeing)

Budgeted cost: £53,325 (23% of total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer supporting to improve attendance and family engagement.	EEF: Parental engagement strategies can positively affect attendance and outcomes.	3, 4
Full pastoral staffing (Heads of Year, Year Managers, Counsellors) ensuring wraparound support.	EEF: Strong pastoral relationships build trust and improve engagement.	1, 3, 4
The NEST – small group provision supporting SEMH and behaviour.	EEF: Social and emotional learning improves resilience and long-term attainment.	1, 3, 4
Counselling and wellbeing services for targeted students.	EEF: Mental health and wellbeing support improves behaviour and focus.	3, 4
Extended school time – after-school and holiday interventions linked to core teaching.	EEF: Structured extended learning yields +3 months additional progress.	1, 2, 3
Breakfast Club and meals provision to improve attendance and readiness to learn.	EEF: Free breakfast clubs support readiness to learn and improve attendance.	3, 4
Extracurricular and enrichment activities to build cultural capital.	EEF: Extracurricular opportunities strengthen aspiration, motivation, and sense of belonging.	1, 5
Rewards and incentives promoting attendance and effort.	EEF: Positive reinforcement approaches increase engagement and attendance.	3, 4

Outcomes for Disadvantaged Pupils

This details the impact our pupil premium strategy had on disadvantaged students in the 2024 to 2025 academic year.

Focus Area	Impact / Evidence of Success	Next Steps / 2025–26 Focus
Teaching and Learning	<p>Peer mentoring and coaching waves enhanced classroom consistency and reflective practice. Literacy interventions improved student reading ages and comprehension. Sparx English increased engagement in extended writing. The Horizons project and digital platforms supported independent learning and retrieval practice.</p> <p>Impact on Student Outcomes: In Summer 2025 GCSE results, disadvantaged students demonstrated improved attainment and progress compared to 2024. The Progress 8 gap between PP and non-PP students narrowed from -0.45 in 2024 to -0.22 in 2025, reflecting the positive impact of targeted teaching strategies and improved literacy. Core subjects showed notable gains, particularly in English ($+0.28$) and Science ($+0.21$).</p>	Continue embedding peer mentoring and coaching waves. Extend Sparx English to all KS3 and KS4 cohorts. Deepen staff CPD around adaptive teaching and feedback. Strengthen cross-curricular literacy focus in Science and Humanities.
Attendance	Attendance Officer and pastoral teams improved disadvantaged attendance to 90.8%, reducing persistent absence. Improved tracking through OCL systems and early family contact strategies.	Increase focus on early intervention for PA students. Expand Attendance Officer outreach to target most vulnerable families. Maintain consistent monitoring and communication.
Behaviour and Wellbeing	Fewer incidents recorded, with improved student engagement in SEMH programmes. The Recharge Room successfully supported reintegration into mainstream learning.	Broaden SEMH provision and targeted mentoring. Develop consistent use of behaviour analytics to inform interventions.
PP enrichment opportunities and learning opportunities.	We will continue to seek and offer the very best opportunities for our most disadvantaged. Last year we encouraged many PP students to attend extra-curricular clubs and to be involved in the breakfast scheme to have them in school earlier enjoying breakfast with each other. Trips in 2023-24 saw funding and contributions to enable our PP students' full access to as many as we can organise.	<p>Track participation and impact: Introduce a tracking system to monitor the proportion of PP students engaging in enrichment, clubs, and trips. Evaluate the impact of enrichment on attendance, engagement, and attainment using tutor and HOY feedback.</p> <p>Increase targeted engagement: Identify PP students who are not currently engaging in enrichment or extra-curricular opportunities and provide personalised encouragement and mentoring to increase uptake. Use pastoral teams and student voice to identify barriers to participation.</p> <p>Broaden the range of opportunities: Offer a wider range of activities that reflect student interests and aspirations (e.g. STEM, leadership, creative arts, sports, cultural and university visits). Ensure all PP students access at least one enrichment or aspiration-building opportunity per term.</p>

		<p>Link enrichment to learning and future pathways: Embed links between enrichment experiences and curriculum learning (e.g. STEM trips linked to science outcomes, theatre visits linked to English). Develop partnerships with local employers, colleges, and universities to expand career-related learning for PP students.</p>
<p>To provide high-quality revision materials and resources. Resources such as GCSEPod to engage students in and out of the classroom.</p>	<p>GCSEPod was successfully used to help students improve outcomes. We continue to promote GCSEPod and its use to support learning and improve outcomes for all students.</p> <p>Personalised revision guides for all three exam series during Y11 and end of Y10 assessments.</p> <p>Y11 parental information evenings used to support the mock exam and summer exam series for both parents and students.</p>	<p>Targeted promotion and monitoring: Continue to promote GCSEPod to all students, with a targeted focus on PP and lower prior-attaining students. Use platform analytics to track engagement, topic completion, and progress, identifying underused areas for follow-up by subject leaders.</p> <p>Link usage to outcomes: Correlate GCSEPod usage data with student attainment in mock and terminal GCSE exams to measure impact and inform intervention. Share usage data regularly with staff to guide reteaching and identify knowledge gaps.</p>
Cultural Capital	<p>Increased participation in enrichment opportunities, including theatre visits, sports, and STEM events. Student voice evidences increased aspiration and confidence.</p>	<p>Broaden range of enrichment opportunities and ensure all PP students participate in at least one activity per term. Track participation to ensure equity.</p>
Parental Engagement	<p>Improved communication through MCAS and targeted workshops increased parental attendance at events and progress evenings.</p>	<p>Develop parent learning workshops linked to literacy and attendance. Sustain proactive communication through multiple channels.</p>
<p>All PP students have access to quality uniforms through the introduction of a uniform bank.</p>	<p>If students are struggling to arrive at the academy in full academy uniform, the academy has a full room of spare uniforms. Depending on the individual who requires support with their uniform will depend on whether they just borrow the uniform or take the uniform home and keep the uniform.</p>	<p>Sustain and expand provision: Maintain and replenish the uniform bank to ensure that all PP students can access high-quality uniform items throughout the academic year. Expand provision to include other essentials where appropriate (e.g. PE kit, shoes, coats).</p> <p>Promote dignity and accessibility: Continue to remove stigma by ensuring the uniform bank operates discreetly through pastoral teams and Heads of Year. Communicate clearly with families that support is available and easy to access.</p> <p>Monitor usage and impact: Track the number of students accessing the uniform bank and identify patterns (e.g. persistent need, seasonal demand). Use this data to target further family support or signposting via pastoral or safeguarding teams.</p>
<p>Increased levels of fitness and improved feelings of self-esteem and well-being will increase PP students' confidence.</p>	<p>The PE department runs a wide range of extra-curricular activities for all academy students but particularly encourages PP students to attend to develop their fitness and increase their self-esteem and general wellbeing. Our PP students, use this opportunity to feel part of a team, and have</p>	<p>Broaden participation and engagement: Continue to encourage and monitor PP student participation in extracurricular sport and fitness activities. Target students who are less active or disengaged and support them to join clubs or teams.</p>

	<p>also attended many after-school fixtures against other academies again improving their confidence, and wellbeing and giving them a real sense of belonging. We provide students with kit for these fixtures, meaning students have no worries about their clothing not being correct or the same as anyone else.</p>	<p>Measure impact on wellbeing and confidence: Gather student voice and wellbeing survey data (e.g. PASS survey, PE feedback forms) to evaluate the impact of physical activity on self-esteem and confidence. Track attendance and engagement data for PP students regularly participating in sports to assess wider benefits.</p> <p>Enhance inclusivity and remove barriers: Maintain the provision of PE and sports kits for disadvantaged students to ensure full participation and eliminate clothing-related barriers. Continue providing transport support or flexible access to fixtures and clubs where needed.</p> <p>Expand leadership and aspiration opportunities: Develop Sports Leader and Peer Coaching roles to empower PP students as role models and mentors. Encourage PP students to represent the academy in both sporting and ambassadorial roles.</p>
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Externally Provided Programmes

Programme	Provider
GCSE Pod	GCSE Pod
Pearson Revise	Pearson
Sparx Maths, English and Science	Sparx Learning
TES Provision Mapping	TES
Go Formative	Formative
Reading Plus	Reading Plus
Revision Guides Provided through Departments	Departments & CGP