

Pupil Premium Strategy Statement

Oasis Academy Immingham



This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	603
Proportion (%) of pupil premium eligible pupils	243
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23-24 24-25 25-26
Date this statement was published	24.10.23
Date on which it will be reviewed	24.10.24
Statement authorised by	S. McLoughlin
Pupil premium lead	N. Gallafent
Governor / Trustee lead	H. Stennett

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,120
Recovery premium funding allocation this academic year	£62,100
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£302,220

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 which is 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 their suggestions for supporting disadvantaged and vulnerable students while simultaneously enhancing outcomes for all students.

A pivotal component of our strategy to reduce the achievement gap involves a relentless commitment to ensuring that every student has access to high-quality education. This commitment is put into action through a continuous assessment and improvement of our professional development initiatives for our teaching staff.

We invest in training and support for our staff at every stage of their careers, while also exploring opportunities for staff recruitment and retention. We recognise that this is a cornerstone of a successful academy and remains one of our utmost priorities.

Furthermore, we acknowledge that many of the initiatives associated with our Pupil Premium goals will also contribute to our Academy's plans for educational recovery in the aftermath of COVID-19. These plans will encompass strategies and targeted interventions designed to assist all students affected by the pandemic in their education journey.

We are committed to providing targeted academic support to help students who are facing challenges in making progress or have been affected by disruptions in their learning journey. It's crucial to emphasise the significance of supporting students in improving their attendance, which not only impacts their academic success but also their overall well-being.

Furthermore, students may require assistance in managing their behaviour and nurturing their social and emotional development. We will implement a comprehensive set of strategies to address the diverse challenges that all students may encounter.

Challenges

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

Challenge number	Detail of challenge
1	Academic achievement for disadvantaged students versus non-disadvantaged students
2	Low literacy and oracy levels of disadvantaged pupils
3	KS4 Low literacy levels and understanding of exam paper questions
4	Attendance of disadvantaged pupils-particularly
5	Lack of cultural capital and aspiration

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 (along with other vulnerable student groups) align with those of all students.	Students who are disadvantaged or vulnerable successfully reach or surpass their target grades as defined on Progress Teaching.
Bridge the literacy level gaps for disadvantaged and other vulnerable students throughout KS3 in relation to their non-disadvantaged peers.	Students across varying ability levels demonstrate rapid progress in literacy, substantiated by an array of summative data collections. Additionally, the reading ages for all students are within one year of their chronological age.
Provide support to KS4 students with identified literacy needs to facilitate their access to examination materials.	All students achieve reading ages within one year of their chronological age, enabling them to effectively access the exam questions, ultimately leading to improved attainment at the end of KS4.
The attendance of disadvantaged pupils is improved, and the incidence of persistent absence is reduced.	The attendance rate for disadvantaged pupils is approaching national benchmarks, and the level of persistent absence among disadvantaged pupils is moving in the same direction, signifying the closing of the attendance gap between disadvantaged students and non-disadvantaged students. Additionally, the Attendance Officer has established relationships with disadvantaged families

	in cases where attendance needs improvement.
Students from disadvantaged backgrounds have elevated aspirations for their future and increased opportunities to enrich their cultural capital.	A programme of trips and visits, including theatre visits and curriculum-linked visits are undertaken by disadvantaged pupils.

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: £179,518.68 *(59.4% of total)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of students.	EEF Framework: Research affirms that exceptional teaching is the primary catalyst schools can employ to enhance student achievement, particularly for disadvantaged students. Schools should prioritise the enhancement of teacher expertise, curriculum development, pedagogical expertise, and the deliberate application of assessments. In certain situations, this could involve the adoption of high-quality curriculum materials or the utilisation of standardised assessments.	1, 2, 3
Professional development on evidence-based approaches	EEF framework: Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. Tailored professional development for staff, with a focus on enhancing best practices in areas like metacognition and feedback, plays a pivotal role in ensuring the presence of high-quality teaching throughout the curriculum. Moreover, it is essential to guarantee that support staff interventions are equally effective and contribute to the progress of the targeted students.	1, 2, 3
Mentoring and coaching	EEF framework: A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Customised professional development aimed at assisting teachers in honing best practices,	1

	particularly in areas like metacognition and feedback, constitutes a crucial element in establishing high-quality teaching across all aspects of the curriculum. Equally important is the assurance that support staff interventions are highly effective and contribute to the advancement of identified students.	
Literacy co-ordinator and lead teacher of literacy to support the development of literacy across all areas of the curriculum	Improving literacy levels is one of the key areas for improving outcomes for disadvantaged and vulnerable students and needs to be driven in a coordinated manner across all areas of the curriculum. This is also coupled with the impact that recruitment and retention have on the motivation of teachers within schools, as well as the ability to support with focused CPD on literacy.	1, 2, 3
Literacy interventions to be embedded across all year groups – use of reading plus, Ruth Miskin Fresh Start for Phonics and NGRT.	Literacy is one of the most important factors when closing the attainment gap for disadvantaged and vulnerable students. Improving literacy levels is one of the key areas for improving outcomes for disadvantaged and vulnerable students and needs to be driven in a coordinated manner across all areas of the curriculum. This is also coupled with the impact that recruitment and retention have on the motivation of teachers within schools, as well as the ability to support with focused CPD on literacy.	2, 3
Technology and other resources focussed on supporting high quality teaching and learning. Project Horizons.	EEF framework: To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.	1, 2, 3
Online learning platforms to support student learning in both key stages.	Various online learning packages, including, Formative, Sparx, Reading Plus, Pearson Revision and GCSE Pod, are aimed at supporting revision for students and to develop independent learning in conjunction with the use of student iPad through the Horizons project.	1,2, 3
Recruitment and retention of teaching staff e.g., Head of Year positions for each year to be filled by	EEF framework: Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable, and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, such as Heads of Year or	1, 2, 3, 4

teaching members of staff	Literacy Leads, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.	
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Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £68,603.94 (22.7% of total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy.	EEF framework: Interventions to support language development, literacy, and numeracy	2, 3
Activity and resources to meet the specific needs of disadvantaged students with SEND	EEF framework: Disadvantaged students with SEND have the greatest need for excellent teaching. Specific approaches to support these students may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	1, 2, 3
Teaching assistant (TA) deployment and interventions	EEF framework: Strategic deployment of TAs is important to ensure priority students are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.	1, 2, 3
One to one and small group tuition e.g. TA interventions and Inclusion Unit	EEF framework: Intensive individual support, either one to one or as a small group, can support student learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.	1, 2, 3
The role of the Librarian and the use of the Library	Support with the development of literacy for all students across the academy, to aid with various literacy interventions and to promote a love of reading within the school, ensuring that students have access	2, 3

	to high quality and a wide range of texts within the academy.	
Careers	Small group and individual support provided for students around careers information and guidance. Providing aspirational goals for students and ensuring that they are aware of all the opportunities available to them, both locally and nationally.	5

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

Budgeted cost: £54,097.38 (17.9% of total)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to support families whose children are not engaging with school and increase attendance.	EEF framework: There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting attendance of students is an integral part of ensuring disadvantaged and vulnerable students succeed in school, as does ensuring parental engagement. There is a clear relationship between outcomes for students and levels of attendance at school.	1, 4
Inclusion unit to support the most vulnerable students	Supporting the social, emotional, and behavioural needs of the most vulnerable students in small groups are linked to positive outcomes in later life. The Inclusion unit also aims to reintegrate students back into mainstream lessons as quickly as possible to ensure that they can actively engage with the curriculum.	1, 2, 3, 4
ELSA Room	Support for identified students with additional needs relating to social, emotional and behavioural needs of the most vulnerable students.	1
Pastoral staff – one full time member of staff for each year	Allows staff to have an excellent understanding of all students and to provide support on a social, emotional, behavioural, and academic level. This also helps to improve levels of parental engagement	1

group whose aim is to support all students.	though communication with and supporting of parents when necessary. Additionally, supporting students' behavioural needs and being able to adapt approaches to meet the needs of individuals, as well as monitoring behavioural systems with the aim of improving the positive engagement of students. Mentoring of students within the pastoral team. Attendance is also a key factor and this role focusses on this aspect of student engagement.	
Communicating with and supporting parents	EEF framework: Levels of parental engagement are consistently associated with improved academic outcomes.	1, 2, 3, 4
Transition Leader to provide a comprehensive support package for all students throughout Y6 and Y7	Role involves communicating and supporting parents, collaboration with feeder schools and continued support of students throughout their time in Year 7, providing social, emotional, and behavioural support of students.	1, 2, 3, 4
Extended school time	EEF framework: Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework.	1, 2, 3
Intervention sessions run after school and during holiday times.	Offering identified student's additional sessions after school, targeted at supporting with learning in lessons and gaps in knowledge, as well as additional holiday interventions are offered that extends upon core teaching. These are led by teaching staff and so are linked to the curriculum.	1, 2, 3
Counselling service	A range of services designed for schools. Aimed at supporting individual students to increase attendance and attainment, encourage positive parental engagement, promote positive behaviour and emotional development, build independence, self-efficacy, and resilience, and improve emotional wellbeing and mental health.	1, 4

Breakfast club and meals provision	EEF framework: There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	1, 5
Extracurricular activities	EEF framework: Extracurricular activities are an important part of education in the development of student's cultural capital.	1, 5
Rewards and Reward Shop	Offering students, the opportunity to ear rewards for learning performance. A range of different rewards are available to all students as an intrinsic incentive to work hard and met their targets in both KS3 and KS4.	1, 5

Total budgeted cost: £302,220.00

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

This details the impact our pupil premium strategy had on disadvantaged students in the 2022 to 2023 academic year.

Action / Approach	Outcomes / Evaluation
<p>To ensure all staff are consistently effective in their classroom practice thereby ensuring the progress of all students.</p>	<p>Immingham Way and whole school CPD programmes are used to generate rapid growth and improvements in outcomes. Deep dives and rigorous QA model to ensure consistency across the department and middle leaders.</p> <p>Training, coaching and CPD sessions that focus on the Science of learning to support our vulnerable groups have been successful and we continue to develop these. QC, drop-in sessions, learning walks, StepLab mentoring and coaching sessions all feed into CPD and department development. The delivery and alignment of the OCL curriculum support this process and ensure consistent delivery across the departments. Middle Leaders have worked closely with their teams to embed cognitive science strategies into their SOL and to build in retrieval practice so that students remember more.</p>
<p>Embed the effective use of classroom data to improve student progress.</p>	<p>The CPD calendar and CPD training re-scheduled and to include training for remote learning and working due to lockdown and COVID restrictions.</p> <p>MintClass is used to support classroom seating arrangements using the vulnerable keys to visually see and best place students to support their learning.</p> <p>4Matrix learning matrix to MLT leads to understand the group deficits and create therapy and intervention for this.</p> <p>MintClass is used to support classroom seating arrangements using the vulnerable keys to visually see and best place students to support their learning.</p>

	4Matrix learning matrix to MLT leads to understanding the group deficits and create therapy and intervention for this.
CPD for Oasis Horizons project to support the use of iPads in and out of lesson.	Horizons project funded by Oasis Community Learning and supported by all staff in the academy for all students. Those PP students have access to the latest applications and online platforms to engage learning and communicate with peers and staff for support. Those students with connection issues at home have the ability to access cellular dongles to allow them connectivity at home.
PP data clear, transparent, and used effectively.	4Matrix continues to drive our data analysis and the use of its matrixes and progress 8 profiles and forecasts models allows us to intervene early with a student's/groups learning improving outcomes.
PP students can access trips, visits and after-school clubs offered by the Academy.	Trips have been restricted with COVID safety measures however we were able to put on several trips at the end of the year for rewards that all students had access to. More trips are being planned for 2023-24 including a Paris trip with our disadvantaged students receiving 85% contributions for the trip.
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. While trips in 2022-23 proved difficult with COVID restrictions we are planning more trips in 2023-24 with funding and contributions to enable our PP students' full access to as many as we can organise.
To provide high-quality revision materials and resources. Resources such as GCSEPod to engage students in and out of the classroom.	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>Improve the educational outcomes of targeted PP students</p>	<p>Counselling services are used on a weekly basis to work with students who have SEMH issues.</p>
<p>Increase attendance, engagement, and progress of PP students.</p>	<p>Our parent liaison officer continues to meet with pastoral year managers and the safeguarding team to raise the profile of our vulnerable students and interventions that are taking place to improve attendance and engagement in the academy. In 2023-24 this forms a larger piece of work as the OAI tracker the academy uses to track students is updated with more parental contact information and weekly meetings with the pastoral heads to improve the attendance of our most vulnerable.</p>
<p>PP parent engagement and participation in academy events.</p>	<p>We encouraged all parents to use the MCAS system to book appointments and our most disadvantaged were the first priority for the admin team when contacting parents to support them in booking appointments and speaking to our staff.</p>
<p>Improved attendance in both the short and long term. A culture of attending school will become the norm for targeted students and will impact positively upon attainment and achievement.</p>	<p>Our parent liaison officer continues to meet with pastoral year managers and the safeguarding team to raise the profile of our vulnerable students and interventions that are taking place to improve attendance and engagement in the academy. In 2023-24 this forms a larger piece of work as the OCL tracker the academy uses to track students is updated with more parental contact information and weekly meetings with the pastoral heads to improve the attendance of our most vulnerable.</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>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 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>
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Externally Provided Programmes

Programme	Provider
GCSE Pod	GCSE Pod
Pearson Revise	Pearson
Sparx Maths	Sparx Learning
TES Provision Mapping	TES
Go Formative	Formative
Reading Plus	Reading Plus