

Pupil premium strategy statement

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 Immingham
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2
Date this statement was published	Sept 2021
Date on which it will be reviewed	Dec 2021
Statement authorised by	Sara McLoughlin
Pupil premium lead	Paul Manarin
Governor / Trustee lead	N/A

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214,398
Recovery premium funding allocation this academic year	£32,553
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£246,951

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal to diminish the gap between disadvantaged and non-disadvantaged students in progress and achieve. This plan lists our provision, strategies and demonstrates effective use of our funding with spending decisions that are based on research evidence and the needs of our students.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy of students on entry to school.
2	Use of classroom data to target individuals with appropriate interventions and support packages.
3	Consistent classroom practice thereby ensuring the progress of all students.
4	Low aspirations in disadvantaged student and family homes.
5	Increase attendance, engagement, and progress of PP students.

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 'diminish the difference' against national indicators and eliminate in-academy variation for all groups	Student outcomes are in line with non-disadvantaged peers across the ability and subject range.
To improve overall attendance levels to 95% with a focus on PP	Attendance levels for PP students meet Academy target.
Students make rapid improvements in literacy and numeracy levels measured via summative testing and Accelerated Reader data.	Students across the ability range demonstrate rapid progress in both numeracy and literacy, evidenced through a range of summative data sets.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all staff are consistently effective in their classroom practice thereby ensuring the progress of all students.</p>	<p>Creating a consistent and shared approach to teaching and learning improves outcomes for all students and ensures that targeted intervention can then take place for PP students.</p> <p>Regular and robust staff CPD leads to improved classroom practice and culture which in turn impacts on student progress.</p> <p>The development of middle leaders results in disseminated leadership and a widespread drive to improve student outcomes.</p> <p>Teaching staff have the most significant impact on student outcomes and so a robust and rigorous focus on their development will act as a key lever in improving outcomes for all and those of PP students.</p> <p>Educational research demonstrates the import of pedagogical approaches in a knowledge rich curriculum.</p>	<p>3</p>
<p>Embed the effective use of classroom data to improve student progress. PP data clear, transparent, and used effectively.</p>	<p>PP students are tracked and monitored rigorously to ensure that they are making progress and interventions identified to support learning.</p> <p>This year the approach will be embedded and refined to ensure focus on key target groups.</p> <p>The CPD calendar has been reimagined to ensure that staff use their directed time allocation to meet on a weekly basis to drive standards of teaching and learning; the use of data in planning/intervention forms a key part of this.</p>	<p>2</p>
<p>CPD for Oasis Horizons project to support the use of iPads in and out of lesson.</p>	<p>Distribution of tablets to eliminate the digital divide in and out of the academy. Evidence shows that students who have access to the internet and the wealth of resources and learning provision make significant improvements in outcomes.</p>	<p>5</p>
<p>PP data clear, transparent, and used effectively.</p>	<p>4 Matrix continued to be used to support data analysis and regular sessions were timetabled into the CPD plan to support this.</p> <p>4 Matrix will continue to be used as a data analysis tool, but the appointment of a data manager will lead to amendments in the way that this is utilised.</p>	<p>2,5</p>

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

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase standards of literacy and numeracy for all students.</p>	<p>This has been demonstrated through EEF studies have a significant impact on student reading ages as well as having significant import in the development of cultural capital for students.</p> <p>Students arrive consistently below the expected standard, and this is a key barrier to learning which needs to be addressed.</p>	<p>1</p>
<p>PP students can access trips, visits and after school clubs offered by the Academy.</p>	<p>High costs are a potential barrier to PP students having the same opportunities to have enriched experiences during their time at school.</p> <p>For some PP students who do not live in the local area, transport can be a barrier to attendance at post-school interventions/ extra-curricular activities</p> <p>Subsidise costs which are prohibitive.</p> <p>EVC lead will continue to promote PP participation for trip leaders planning and organising events and increase participation.</p>	<p>4,5</p>
<p>PP enrichment opportunities and learning opportunities.</p>	<p>Use of PP funding streams to create new opportunities for the disadvantaged group.</p> <p>Access to a wide range of enrichment activities within the school.</p> <p>Involvement from PP students staying back after school and lunch times to work and play with groups of students. Improve self-esteem and confidence and build stronger relationships with staff ad subjects.</p> <p>We will continue to support clubs with resources and encourage more staff and students to create enjoyable learning experiences.</p>	<p>4,5</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>Removing the financial issues around revision materials ensures equality of access to the curriculum.</p> <p>PP boys' grades 1-3 borderline grade 4 to improve grades using PiXL resources. To use new tools to support our 'forgotten third'.</p> <p>Digital divide issues</p>	<p>1,5</p>
<p>Improve the educational outcomes of targeted PP students</p>	<p>Where BESM issues are barriers to learning a counsellor will be provided to offer additional support.</p>	<p>1,2,5</p>
<p>EAL students eligible for PP are able to access the curriculum in order to accelerate their progress.</p>	<p>Often EAL students struggle to access the curriculum as a result of literacy levels on arrival. The provision of a TA and specialist support will enable these students to make accelerated gains in acquiring language to enable them to quickly access the curriculum.</p>	<p>1,2,5</p>

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance, engagement, and progress of PP students.	<p>Targeted work with parents of identified students to provide both support and challenge in the home setting.</p> <p>Create a culture of learning in the morning and social interaction with peers.</p>	5
PP parent engagement and participation in academy events.	<p>Improve relationships and share strategies with MLT, teachers and tutors.</p> <p>PP interventions are discussed with parents and agreements made on how to move things forward.</p>	3,5
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>Evidence demonstrates that high levels of attendance lead to significantly improved progress.</p> <p>Attendance Officer led in conjunction with SOL consultancy support.</p> <p>Seconded member of the leadership team responsible for this.</p> <p>Effective use of SOL tracker to monitor attendance and support from tutor level.</p> <p>This was achieved through the work of the Attendance / Pastoral Team who focused on parental engagement, meetings, telephone calls, text messages and sending letters to parents regarding the importance of attendance. Focus groups were created where Pastoral HOH, ALT and HOD had monitored students which was carried out weekly.</p> <p>This strategy was effective and impacted positively on PP attendance. This year the aim is to increase the number of meetings with parents and stakeholders.</p>	5
Increased engagement in education leading to increased attendance and a reduction in fixed-term and permanent exclusions.	<p>Early intervention will support students in improving their engagement with education and ensure they are successful.</p> <p>A pathway for bespoke intervention needs to be in place should the need arise, and this ensures quality provision.</p>	5
PP parent engagement and participation in academy events.	<p>Improve parent engagement for parents' evenings and open evenings.</p> <p>Improve communication and working relationships.</p> <p>The academy will make plans to enable the MIS communication tool to support parents in all aspects of academy life. This will include the use of parent's evening and booking events. There will also be the launch of an APP to support making appointments which should aid this. This continues to be a priority.</p>	3,5
All PP students have access to quality uniform	<p>Uniform is expensive and so a system will be in place where pastoral leaders will nominate families who need additional support with this.</p>	4,5

<p>through the introduction of a uniform bank.</p>		
<p>Increased levels of fitness and improved feelings of self-esteem and well-being will increase PP students' confidence.</p>	<p>The provision of sports equipment and kit allows identified PP students to become involved in extra-curricular sports participation.</p>	<p>4,5</p>

Total budgeted cost: £ 214,000

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 2020 to 2021 academic year.

Our Pupil Premium strategies for 2020-21 have continued into 2021 due to COVID restrictions and lockdown working last year. CPD training was given priority towards remote learning and planning for remote learning using the Microsoft Teams platform and other resources such as Seneca and Oak Learning. Staff provision and management was given priorities to liaise with vulnerable students and check-in with families weekly. Staff provision in the academy was designed and managed to create a safe working environment for those families of key workers. Evaluations below review several 2019 and 2020 strategies that build the foundations for the 2021-22 plan in Part A.

Action / Approach	Outcomes / Evaluation
To ensure all staff are consistently effective in their classroom practice thereby ensuring the progress of all students.	Immingham way and whole school CPD programmes used to generate rapid growth and improvements in outcomes. CAG data/evidence and rigorous department checks/moderation ensured standards were met. Deep dives and rigorous QA model to ensure consistency across the department and middle leaders.
Embed the effective use of classroom data to improve student progress.	CPD calendar and CPD training re-scheduled and to include training for remote learning and working due to lockdown and COVID restrictions.
Increase standards of literacy and numeracy for all students.	CPD calendar and CPD training re-scheduled and to include training for remote learning and working due to lockdown and COVID restrictions
Increase attendance, engagement, and progress of PP students.	Attendance priority on vulnerable groups and parents' liaison officer working directly with families during lockdown and COVID measures.
Improve the educational outcomes of targeted PP students.	P8 data for pp students improved by +0.03 from the previous year against the whole cohort that dropped slightly.
PP students can access trips, visits and after school clubs offered by the Academy.	School trips with focus on PP participation and attendance that increased in 2019-20.
Increased levels of fitness and improved feelings of self-esteem and well-being will increase PP students' confidence.	Promotion of healthy living and healthy eating in the canteen, pastoral programmes, and the PE department.
PP data clear, transparent, and used effectively.	Data presented clearly for middle leaders and teaching staff with functionality of the Bromcom MIS system and tracking in assessment tools such as 4Matrix.

PP parent engagement and participation in academy events.	Parental engagement improved during progress evening and the use of the MCAS system to ensure parent booking and feedback from parents.
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Service pupil premium funding

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?	£1,550
What was the impact of that spending on service pupil premium eligible pupils?	Funding spent on IT equipment and resources to support home learning and remote teaching.

COVID Catch-up funding 2020-21 (£52,280)

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

Measure	Details
Teach first National strategy £20,080	Staffing and CPD.
Reading books £789	Support and resources for the library.
Accelerated reader £295	Start-up and resources for AR.
TLR HOY 6576	New post to support health and development.
Food Technology catchup £7087	Supply/Cover arrangements for long term illness.
GCSE Pod £6892	Supportive resource for the catch-up strategy.
Educational Psych from NELC £2,732	Pastoral support.
SEN Access Arrangements from Lyn Arnold £840	Pastoral support.
Interactive Pens for use with iPads for Home Learning £554	Resources to support the Oasis Horizons project and use of iPads.
Horizons costs following launch in June £3,500	Rollout of the Oasis Horizons project.
Additional TA to support Catch Up (Mel Gondwe) via supply agency (balancing figure)	