

# 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 Academy Silvertown
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	41.84%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	19.09.22
Date on which it will be reviewed	01.09.23
Statement authorised by	Louise Lee, Regional Director
Pupil premium lead	Mundee Gill/
Governor / Trustee lead	Louise Lee, Regional Director

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,025
Recovery premium funding allocation this academic year	£22,838
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£170,863

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- We want our disadvantaged students to develop the knowledge, skills and confidence to be Ready for University and Ready to Lead.
- We want our pupil premium students to have outcomes on par with or exceeding those of non-disadvantaged students
- We will achieve this through high-quality teaching for all students, ensuring students who need it most are supported. Our core curriculum is supported by our enrichment programme delivered weekly and our personal development and literacy and oracy programmes delivered twice weekly through learning coaching.

## Challenges

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

Challenge number	Detail of challenge
1	<i>The impact of COVID and remote learning has widened the gap between the attainment of pupil-premium students and non-pupil premium students. This was especially impacted during the first lockdown where access to technology was a barrier for these students.</i>
2	<i>The impact of COVID and challenging life events on student mental health</i>
3	<i>Improving literacy, oracy and maths skills of pupil premium students</i>
4	<i>Ensuring that pupil premium students are prepared and supported for learning and revision outside of school hours</i>
5	<i>Providing a broad and balanced curriculum with many experiences to build cultural capital, confidence and understanding of careers and possible next steps in education.</i>

## 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
Eliminate gaps in literacy through whole school literacy programmes and small group intervention for students currently behind their chronological reading age	Reading age for all PP students mirrors their chronological age
Students achieve GSCEs required to allow them to progress to future education of their choice, students are successful in their further education.	PP students achieve at least grades 4+ in English and Maths. 0% NEET among PP students at 16
Pupil premium students achieve in line with their non-pupil premium peers at GCSE	There is no gap in the attainment or progress between pupil-premium students and non-pupil premium students
Students are happy and mentally healthy	PP students received pastoral support and support with their mental health as required.

## 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: £74,013

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: To further improve the quality of teaching of ALL students including PP by embedding and increasing the impact of precision coaching and Powerful Action Steps Drop ins</p>	<ol style="list-style-type: none"> <li>1. Additional Assistant Principals appointed to ensure continued leadership capacity to address further improvements in the quality of teaching and learning across the academy</li> <li>2. Designated ALT associate deployed to lead precision coaching</li> <li>3. Additional ALT associates deployed to lead key areas of teaching and learning eg. Curriculum development/ SEND</li> <li>4. Additional capacity for team teaching for ECTs to accelerate progress</li> <li>5. CPD provided for all staff on understanding PP and most effective strategies</li> <li>6. Releasing key staff as NLPs to develop expertise which will benefit our other staff too</li> </ol>	<p>1,4,5</p>
<p>Priority 2: To ensure high quality curricula in place and strong curriculum planning and quality assurance approaches within departments</p>	<ol style="list-style-type: none"> <li>1. Cover supervisor appointed to ensure capacity for CPD for staff, as well as planning, review and evaluation in and across departments eg peer review</li> <li>2. High quality OCL curricula in most subjects</li> <li>3. Working with national lead practitioners to access support from subject experts to ensure a high quality curriculum is in place in each subject</li> <li>4. Payment for staff to attend exam board training</li> <li>5. Cover provided for staff to visit departments in high-performing schools</li> <li>6. Subsidised trips and visits.</li> <li>7. Cover provided for heads of department to complete peer deep-dives with the</li> </ol>	<p>1,5</p>

	<p>teaching and learning lead to quality assure the curriculum in each subject</p> <p>8. ALT associate appointed to lead on home learning strategy</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37 006

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1: To ensure 100% of PP students are reading on or above their chronological reading age</p>	<ol style="list-style-type: none"> <li>1. Graduate Learning support practitioners deployed to lead regular reading interventions.</li> <li>2. Additional English teacher appointed to enable withdrawal from lessons for targeted intervention</li> <li>3. Year 7 receive additional English lessons for 1 term to promote reading for pleasure</li> <li>4. Principal and deputy principal lead on whole school literacy and oracy</li> </ol>	<p>3</p>
<p>Priority 2: To ensure PP students make progress at GCSE which is at least in line with their Non-PP peers</p>	<ol style="list-style-type: none"> <li>1. Dedicated member of the academy leadership team appointed to lead on Y11 Achievement to ensure progress of PP students is monitored robustly and interventions in place and regularly evaluated.</li> <li>2. Purchase of specialist revision booklets for all PP students at KS4 in all GCSE subjects</li> <li>3. Weekly tutoring intervention for Key PP students in maths, science, english and geography at KS4 to build confidence and improve</li> <li>4. School led tutoring top up using recovery funding to provide small-group tutoring for pupil premium students in core subjects</li> <li>5. Member of the leadership team appointed to lead on pupil premium. Strategy, implementation and monitoring of impact</li> <li>6. Elevate Education sessions run for year</li> </ol>	<p>1,4</p>

	11 students to support students with how to revise
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37 006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1: Increase the attendance of pupil premium students so there is zero gap with non-pupil premium students	<ol style="list-style-type: none"> <li>1. Additional consulting from SOL attendance consulting</li> <li>2. Maintain the magic breakfast scheme until July 2023( Government funding is withdrawn for the scheme from Dec2020)</li> <li>3. Provide additional sporting clubs and activities after school to increase engagement</li> <li>4. Associate assistant principle appointed with responsibility for attendance</li> </ol>	1,2
Priority 2: Ensure suspensions for PP students and ensure numbers of PP students referral to reflection room remain low.	<ol style="list-style-type: none"> <li>1. Dedicated member of staff appointed to lead on student leadership across the academy</li> <li>2. Member of extended ALT leading strategically on student mental health and wellbeing.</li> <li>3. Dedicated member of staff appointed to lead on character development and Personal, Social, Health, Relationships and Sex Education curriculum.</li> <li>4. Continue to extend Place to Be offer across both key stages.</li> <li>5. Additional Dean of students appointed to provide additional pastoral and behaviour support</li> <li>6. Kick London mentoring for pupil premium students</li> <li>7. Mentoring from West Ham Foundation community Hib Officer and from youth workers at the West Silvertown Foundation</li> </ol>	1,2

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**Total budgeted cost: £ 148025**

## 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.

*In the school year 2021-22, 77% of pupil premium students were entered for the EBACC. In maths 81% of pupil premium students achieved a grade 4+ and 87% achieved a 4+ in English. Despite the challenges of COVID lockdowns disproportionately impacting PP students, there was an increase in all these figures were all either maintained or increased compared to the last set of GCSEs which were sat in 2019. All students from the 2021-22 cohort secured a place for post-16, with 28% at elite sixth forms.*

*Attendance during Easter intervention and May half term was 77% and 84% respectively.*

*Last year we had 0% fixed term exclusions.*

### 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
Place 2 Be	Place 2 Be
Step Lab	Step Lab
Hegarty Maths	Hegarty Maths
Sparx Maths	Hegarty Maths
UK Maths Challenge	UKMT
Educake	Educake
Kick London Mentoring	Kick London
Drum Works	Drum Works
Shakespeare Schools Festival	Shakespeare Schools Foundation



Elevate Education

Elevate Education



## Further information (optional)

*The main focus this year will be to ensure that all students on Pupil Premium are in no way disadvantaged from their peers.*

*We ensure all staff are aware of and and consciously monitoring and supporting our pupil premium students through several strategies.*

- Each year we have our “Silvertown 12” which is a group of year 11 students (predominantly pupil premium) who are currently underperforming. Their profiles are repeatedly shared with staff on INSET days and in briefing to ensure they are in the forefront of staff members minds.*
- In every RAM (raising achievement meeting) heads of department must compare the attainment and progress of pupil premium students with their non-pupil premium peers. We have also included a section on the action plan where heads of department must name each PP student and describe the strategies for supporting that student.*
- All teachers must complete a class profile for each other for classes, the template includes a section where staff list their pupil premium students. Teachers have been instructed to seat PP students at the front of the class and question these students every lesson.*
- Each year 11 student has a mentor who is a teacher at the school. Pupil premium students have been given members of the leadership team and heads of department as their mentors to ensure high quality mentoring for these students.*