

Oasis Academy Hobmoor – Pupil Premium Strategy 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Hobmoor
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	229 (49.89%)
Academic years that our current pupil premium strategy plan covers	3 years
Date this statement was published	30.09.23
Date on which it will be reviewed	1.10. 24
Statement authorised by	P. Jones (P)
Pupil premium lead	Y. Tulloch (DP)
Governor / Trustee lead	H. Channa (RD)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 351,790
Recovery premium funding allocation this academic year	£ 36,830
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	£ 388,620

Part A: Pupil premium strategy plan

Statement of intent

We aim to close the ‘gap’ between our disadvantaged pupils and others, a gap that had arisen due to the educational issues related to the global pandemic. This strategy aims to put our disadvantaged pupils at the core of our curriculum and provide them with a rich, deep and fulfilling learning experience.

Our key principles are:

- To ensure that ALL PP children achieve above national average scores within Reading, Writing, Mathematics and Phonics at KS1.
- To provide opportunities that are rich in culture experiences, creativity and self-learning.
- To develop a lifelong love of learning for all, ensuring that pupil self - confidence and self - esteem are at the heart of each child’s personal growth.

Challenges

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

Challenge number	Detail of challenge
1	EAL barriers to language acquisition and development. Barriers to future aspirations from the community.
2	The ability for parents to manage with the cost of living crisis. Food and Fuel prices and household energy bills in the UK have increased dramatically.
3	Health and well-being issues, links to poor child mental health

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
PP pupils to achieve above national average levels of attainment in Phonics, English and mathematics.	See below strategy aims and plan. Measures against national figures
PP pupils to be able to achieve end of year standards that are in line with ‘others’	See below strategy aims and plan. Measures against national figures

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: £200,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Apprentice learning assistants	Apprentice Learning assistants employed to support staff with bespoke interventions for PP children. Ability for same day interventions to be conducted by staff with identified pupils.	1 and 3
English initiative – The Write stuff CPD for staff	The Write Stuff writing programme including CPD for staff – enabling pupils to develop their writing skills through a structured scheme, with a focus on scaffolding and structure for pupils that are in need of learning support.	1
Mathematics initiative - -White Rose CPD for staff	The White Rose mathematics programme including CPD for staff – enabling pupils to develop their number and problem solving skills through a structured scheme, with a focus on scaffolding and structure for pupils that are in need of learning support.	1
Every Child an Artist programme	ECAA art programme. Delivering high quality art and creativity lessons to pupils – including digital technology, dance, music and drama. Providing cultural opportunities for learning.	1, 2 and 3
YZ dyslexia services CPD for staff and parents.	CPD for staff on inclusive and multisensory teaching methods that will benefit all children, but particularly those that are struggling with literacy/phonics. CPD for parents on how best to support with reading/writing/spellings at home and how to access free online interactive phonics resources/programmes.	1,2 and 3

<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction,</p>	<p>1 and 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 36,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In school tutoring – small groups, SATs support, phonics booster sessions before and after school Catch up curriculum</p>	<p>Small group intervention lessons, targeting each child’s personal learning goals for rapid progress gains. Before and after school tuition sessions for small groups – recovery curriculum focus. Phonics support sessions to ensure rapid catch up to be inline with ‘others’ and above national standards</p>	<p>1 and 2</p>
<p>Adult learning sessions – support your child workshops</p>	<p>Providing parents and carers with subject specific workshops that enable them to ‘understand and then support’ their children when home learning. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>EAL individual support programme</p>	<p>Pupils identified as having English as an additional language to receive daily support sessions in order to develop</p>	<p>1</p>

<p>Beanstalk Reading programme</p>	<p>English language acquisition and its correct usage.</p> <p>Reading intervention programme, aimed at PP children who don't receive home support with reading...rapid increase in language development and inference and deduction skills.</p>	<p>2</p>
<p>YZ dyslexia services</p>	<p>Specialist teaching of Wave 3 targeted, cumulative, multisensory and highly personalised evidence-based phonics interventions for pupils that have been identified through assessments or have not responded to Wave 2 small group interventions.</p> <p>the-rose-report.1294933674.pdf (thedyslexia-spldtrust.org.uk)</p>	<p>1, 2 and 3</p>
<p>YZ dyslexia services</p>	<p>Evidence-based handwriting interventions, to enable pupils that have been identified as struggling with handwriting and/or pencil grip to develop their fine motor and perceptual skills.</p>	<p>1 and 2</p>
<p>The Hobmoor University Diploma course (Self-study)</p>	<p>Self-directed study course, driven by scientific research into metacognition/ Pupils to self-learn within a subject and are provided study support and materials from in academy tutor. Utilising personal Horizons iPads.</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £ 150,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Roots to Fruit</i> programme	<p>Onsite academy 'allotment' that is tended and grown by pupils, led by teachers from RTF...outdoor science with a practical approach.</p> <p>Gardening: A Path to Development And Health - ProQuest</p>	3
Mental health recovery – Yoga sessions	<p>Weekly Yoga sessions for pupils – focus on developing mental health and discussing issues that relate to said topic.</p> <p>Yoga for Children and Young People's Mental Health and Well-Being: Research Review and Reflections on the Mental Health Potentials of Yoga (readcube.com)</p>	3
Horticulture and happiness sessions	<p>Utilising the outdoor learning space, developed with RTF, allowing children the chance to access the outdoor environment as part of their mental health recovery.</p>	3
Well- being breakfast and fitness programme Healthy Heart, Healthy Minds	<p>Active breakfast club that provides nutritional breakfast plus a 30-minute physical activity. Parents also invited to join in with children.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	3
World Music – elective Dhol drumming lessons	<p>Music therapy sessions through Dhol and Djembe drumming – provided by World Music specialist – mental health recovery sessions.</p> <p>RCM Finds Drumming Has Positive Impact on Mental Health Royal College of Music</p>	3
Physical Theatre Club after school club for KS2.	<p>An experienced dance artist will lead the pupils in playing drama games, movement and acting tasks, and working with words/text. These sessions will build towards an end of term performance which will be created in collaboration with the pupils. Research has found that</p>	2 and 3

<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>participating in creative activities can have a positive effect on behavioural changes, self-confidence, self-esteem, levels of knowledge and physical activity in children.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
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Total budgeted cost: £ 408,620

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022 Summer data pending release on IDSR Oct 2022