

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 Enfield
Number of pupils in school	803
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 - 2022/23
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Carvey Francis
Governor / Trustee lead	Louise Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,648
Recovery premium funding allocation this academic year	£54,302 (estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£411,950

Part A: Pupil premium strategy plan

Statement of intent

At OAE, the objective for our pupil premium students is that year on year, their achievement and attainment at the very least, matches those of non-pupil premium students.

Our current pupil premium strategy works towards this objective by ensuring that quality first teaching is our first priority. Our expectations are that lessons are pitched high and 'scaffolded down' so that all students can access the learning no matter their starting point. When this happens, students will rise to the challenge and even exceed our expectations. Our high expectations of students permeate everything we do therefore our pupil premium strategy and its key principles are an integral part of what our teachers do for every student, every day in every lesson

The key principles for our strategy are:

- ✓ Quality first Teaching and where appropriate, additional intervention opportunities are an entitlement for all pupils. No pupil will be left behind.
- ✓ A high level of literacy, underpinned by a rigorous reading strategy, is the most important factor in a student being able to access the taught curriculum.
- ✓ Wide access to cultural and personal capital opportunities is important for the wellbeing, engagement, and happiness of our pupils, which will in turn encourage good attendance and punctuality to school and lessons.
- ✓ The key principles above should result in the following measures which have been carried over from 2020/21. These are:

Progress 8

The aim is to achieve an aspirational and ambitious target of 0 for disadvantaged boys. (NA for disadvantaged pupils is -0.45 and the NA for disadvantaged boys is -0.78)

Attainment 8

The aim is to achieve an attainment 8 of 50.3 (which is the current NA for non-disadvantaged students. The NA for all students is 43.2).

% Grade 5+ in English and maths

The aim is achieve a percentage of 43.2% (current NA for all students).

Challenges

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

Challenge number	Detail of challenge
1	Teaching that consistently takes into account the needs of PP students
2	Low levels of literacy and oracy particularly in PP boys. EEF reports have found that many students have reversed rather than improved their reading levels over the last two academic years due to COVID. This will impact PP students who tend to have less access to books at home.
3	Current inconsistent formative assessment and feedback across classes - in particular confident teacher knowledge of how to feedback to pupils so that they can achieve the highest grades 7 - 9
4	Due to COVID, over the last 2 academic years all pupils in Yrs 7 – 13 have gaps in knowledge and a range of misconceptions in their education. A range of internal and externally sourced interventions will be made available to the students that need it most.
5	Again, due to COVID, students have been unable to engage with a wide range of enrichment activities, visits and trips. This is an important aspect of their access to the academic curriculum as it ensures that students not only attend well and engage with school but also enjoy the wider benefits that access to cultural capital offers students.
6	Some students are consistently arriving late to school, lessons or truanting. A system is needed to track attendance carefully and put in place appropriate interventions and sanctions.

Data to support challenges – please see our statement on page 11 that provides context to the data below

2020/21 TAGS	Progress 8	% Above and on Target	% On Target	% Below target
Whole Cohort (155)	0.175	55.4	19.1	39.6
EAL (98)	N/A- lack of baseline	58.7	18.7	35.2
Boys (85)	-0.312	47.3	19.0	49.0
SEN (30)	-0.119	54.1	23.9	42.2
Pupil Premium (75)	-0.163	48.9	18.3	46.3

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
<p>Teaching that consistently takes into account the needs of PP students</p>	<p>The quality assurance strategy for teaching disadvantaged students will show a good or better standard of teaching and learning with no inadequate teaching throughout the academy. Where inadequate teaching exists, robust measures are in place to improve this.</p> <p>Books demonstrate high quality teaching and learning. The books demonstrate quality feedback that enable students to make good progress.</p> <p>Higher expectations and aspirations of disadvantaged students, based on aspirational target setting will result in improved progress for all students throughout the year.</p> <p>A highly effective curriculum will drive progress in disadvantaged students ensuring they develop the core knowledge and skills they need to be successful.</p>
<p>High levels of literacy and oracy particularly in PP boys.</p>	<p>Improve the reading ages in KS3 and PP boys in KS4 so that students at least meet national average for reading age.</p> <p>Improve the reading age of all students so that they are at least in line with their expected reading age.</p>
<p>Consistent formative assessment and feedback across the academy- in particular confident teacher knowledge of how to feedback in order to achieve a grade 7 - 9</p>	<p>Teachers use formative feedback tools such as mini whiteboards, go formative, and other assessment methods such as book marking to provide a constant cycle of quality questioning, assessment and feedback throughout lessons.</p>
<p>Gaps in curriculum knowledge and misconceptions addressed and dealt with through catch-up and other intervention strategies. This will ensure that students are secure in their knowledge and skills according to the stage of the curriculum they are currently at.</p>	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most.</p> <p>Intervention sessions will be quality assured for effectiveness and progress tracked. This will result in the progress of disadvantaged students.</p>

<p>All students get the chance to engage with a wide range of enrichment activities, visits and trips as well as personal character and SMSC development opportunities to ensure that students not only attend well and engage with school but also enjoy the wider benefits that access to quality cultural capital offers.</p>	<p>A wide range of enrichment activities are available to all students. Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at the Academy.</p>
<p>All students are motivated to arrive on time to school and lessons.</p>	<p>Constantly improving levels of punctuality according to Bromcom data.</p>

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: £ [230,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the progress of disadvantaged students through high quality teaching and learning.</p>	<p>Research from the NFER shows that high quality teaching and learning can make 12 months difference in student progress.</p> <p>Recent evidence in the EEF research shows that it is important to develop the subject knowledge of teachers but also to focus on teacher's pedagogical content i.e. Knowledge of how to teach that particular subject.</p> <p>Teachers will be able to provide feedback to pupils at a high level (grades 7 – 9) via</p> <ul style="list-style-type: none"> • Moderators' reports, exam board moderator/marker training • through examination board visits planned for 2020/21 • through the process of lesson study. Which will take place during the 2nd and 3rd terms <p>The academy has developed a structured approach to in-class intervention for PP students called Data, Intervention and Analysis Log (DIAL). Teachers analyse data at the end of each data drop and target the bottom 20% of pupils for progress, for in-class intervention. Invariably, these will be our PP students. This structured approach means that no child is left behind.</p> <p>In class intervention strategies are made up of the academy's 5 Principles for Progress, one of which is to get to know your students, not just the data but personally. Teachers are expected to be able to identify who the pupil premium students are in their classes through their data sheets, seating plans and through the 'market</p>	<p>1</p>

	place' CPD opportunity which took place early in September.	
Low levels of literacy and oracy particularly in PP boys	<p>Accelerated reader will be used in all KS3 classes and as part of the targeted boys in Yr 10 Pupil Premium literacy project. Accelerated Reader has been shown to have impact both from National data and from the data in other schools.</p> <p>Boys that do not like to read have access to a wide range of comic book and manga novels which has proved to be an extremely popular choice for boys in Years 10 – 13.</p> <p>All pupils are encouraged to become word rich through reading and acquiring a broad vocabulary. This is explicitly taught throughout the English curriculum 'The word rich will get richer while the word poor will get poorer' Rigney, the Matthew Effect p.76.</p> <p>Reading also takes place during tutor time, there are a range of fiction and non-fiction titles to choose from. This activity is carried out as a whole class reading activity. There is dedicated curriculum time set aside for Accelerated Reader and reading out loud takes place across the curriculum in every subject. Oracy takes place during tutor time as students discuss the big question of the week. "Provide time and support for teachers to define high quality reading and in turn oracy so that this in turn can be translated into high quality writing in all subjects, dependant on the demands of the subject." What is Disciplinary Literacy and Why does it Matter? By Timothy and Cynthia Shanahan (2012).</p> <p>Students who have lower reading ages have access to Ruth Miskin and Lexia reading intervention programs which have both been evaluated and proven to be effective nationally.</p>	2
Effective formative and summative assessment. Teachers are clear what a grade 7 – 9 looks like and how to assess for this accurately.	<p>The EEF research as well as John Hattie's extensive research concur that effective formative assessment and feedback will provide PP pupils with the most effective, value for money means of making progress.</p> <p>Feedback can be verbal or written but it must improve student's understanding of the taught curriculum and help them to embed that feedback over time. Dylan William carried out a training for OAE recently and explained that there are lots of so called teaching strategies</p>	3

	that do not work but what research tells us does work is that high quality questioning, constant formative assessment followed by quality feedback will move students on rapidly.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [51,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yr 11 after school intervention Saturday study space. Saturday 1:3 external tutor intervention	<p>The 2020/2021 TAGs show that 40% of pupils are not achieving their targets.</p> <p>We want to provide extra support to ensure high attainment and progress for all our students. Small group interventions with highly qualified staff are known to be effective according to the EEF.</p> <p>Many of our students do not have a quiet place to study at home. Students have access to their very own iPads. It is important to provide a quiet, supervised study environment for independent study.</p> <p>Other support may take the form of additional resources such as revision guides, workbooks, flash cards.</p> <p>A range of PixL intervention workbooks, tools and activities will be made available to students.</p>	4
Year 10 Boys pixl literacy project Saturday study space Saturday 1:3 external tutor intervention	<p>Internal assessments show that approximately 50% of Year 10 students are not achieving their targets.</p> <p>We want to provide extra support to ensure high attainment and progress. Small group interventions with highly qualified staff are known to be effective according to the EEF. This intervention will be available in all EBACC subjects.</p>	4
KS3 40 mins per week Maths and English intervention KS3 in school 1:3 Maths and English tutoring	<p>Internal assessments show that approximately 50% of KS3 students are not achieving their targets.</p> <p>We want to provide extra support to ensure high attainment and progress in English and Maths.</p>	4

delivered by external tutors.	Small group interventions with highly qualified staff are known to be effective according to the EEF.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [130,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A wide range of enrichment activities, including the opportunity to play a musical instrument, trips and visits to promote</p> <ul style="list-style-type: none"> • cultural capital • improved attendance to school, • improved enjoyment, wellbeing and behaviour 	<p>For the past two academic years, students have had little opportunity to enjoy the wider benefits of being in school due to COVID restrictions on trips, visits and other enrichment activities.</p> <p>Many of our disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to the wider world has a positive impact on their aspirations and self-esteem.</p>	5
<p>Truancy and lateness to lessons and school eradicated</p>	<p>We can't improve pupil achievement and attainment if students are not attending school or lessons on time. NFER briefing for school leaders identifies addressing attendance as a key step to success.</p>	6

Total budgeted cost: £ [410,000]

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.

OAE Pupil Premium Objectives 2020/21

- **Progress 8**

The aim is to achieve an aspirational and ambitious target of 0 for disadvantaged boys. (NA for disadvantaged pupils is -0.45 and the NA for disadvantaged boys is -0.78)

- **Attainment 8**

The aim is to achieve an attainment 8 of 50.3 (which is the current NA for non-disadvantaged students. The NA for all students is 43.2).

- **% Grade 5+ in English and maths**

The aim is to achieve a percentage of 43.2% (current NA for all students).

- **Literacy**

Our aim is to improve the average reading age per year group so that 70+% of pupils are reading at their expected reading age.

- **Ebacc entry**

Our aim is to improve EBACC entry for disadvantaged pupils to 40% (NA for all pupils)

EBACC entry for disadvantaged* pupils 2020/21 = 45%

Due to COVID and it's impact, we have been unable to accurately provide figures for the above measures. Pupil progress, attainment and % of Grade 5+ in English and Maths are not able to be measured accurately due to external examinations being replaced by the TAGs process

2020/21 TAGS	Progress 8	% Above and on Target	% On Target	% Below target
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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

Service pupil premium funding (optional)

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

**Free School Meals*