

## 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 Arena
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Thomas Raymond
Pupil premium lead	Natalie Dodd
Governor / Trustee lead	Louise Lee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285,000
Recovery premium funding allocation this academic year	£20,000
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	£305,000

# Part A: Pupil premium strategy plan

## Statement of intent

<p>At Oasis Academy Arena we aim to:</p> <ul style="list-style-type: none"> <li>• Supporting disadvantaged students to make more rapid progress and close the gap with their peers</li> <li>• Providing the opportunities for disadvantaged students that they would otherwise find challenging</li> <li>• To raise the aspirations and opportunities for those disadvantaged students as well as ensuring they are informed about the options they will have as they grow older.</li> </ul>
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## 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 within the academy
2	Attendance of disadvantaged students leads then to having lower levels
3	Significant attainment gap of entry for disadvantaged students
4	Small numbers of children have behaviour challenges
5	

## 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
<i>Literacy levels improve leading to the vast majority of students have a reading age appropriate to their age</i>	Reading ages and students reading out loud
Attendance levels for disadvantaged students are in line with other students, which is in turn in line with the national average	National Average attendance for all groups

Progress and attainment figures for disadvantaged students increase and the gap closes.	Gap shows progress in closing over time.

## 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: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching for all staff.</i>	EEF	3 – developed teaching supports all children to make more progress
<i>Implementation of coaching for teaching assistants</i>	EEF – Teaching Assistant interventions – making these as useful as possible by supporting teaching assistants to be highly effective.	3 – Working with both SEND and non SEND students within the classroom.
<i>Co-planning for core subjects increased</i>	Progress of quality of teaching has been strong in both maths and English since OAA started this. Now being shared in science. Mastery learning suggests this is highly effective.	3
<i>IRIS teaching software</i>	EEF	3
<i>Maths mastery</i>	EEF provides evidence that this supports children to make progress	3
<i>Literacy interventions – using timetables reading programme as</i>	Reading comprehension practice and whole academy reading strategy has supported students to read with increased confidence.	3

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture curriculum	Supporting new Year 7 / 8 students to settle using a small teaching group approach	1, 2 and 3
Year 11 examination level interventions to raise attainment	Small teaching group approach (EEF)	3

Reducing class sizes as required	EEF	3 and 4
Online packages to support learning eg. GCSE Pod and Tassoumi (Homework additions)	Homework (EEF)	3

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

Budgeted cost: £ 55,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional attendance staff	Support families, especially the parents to be confident with school. Support the family in order to reduce stress for families. (EEF)	1
Head of Behaviour to work with those students who require the most support	Mentoring for students (EEF)	4
Place 2 be counselling within school	Mentoring	2, 3 and 4
Mentoring (Gloves not Guns)	Mentoring	2, 3 and 4

**Total budgeted cost: £ 305,000**

## 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.

The 2020/21 Pupil Premium Strategy aimed to address the following:

- Raise attainment for disadvantaged students
- Reduce the level of exclusion for disadvantaged students by 30%
- Increase the proportion of disadvantaged students studying the EBACC suite of qualifications
- Increase the attendance of disadvantaged students.

Exclusions across the academy reduced significantly for the third year in a row. Disadvantaged students exclusions also continued to fall rapidly.

Attendance, given the pandemic, improved for all groups of students, including those disadvantaged. Excellent relationships which formed with students during lockdowns supported the students and their families to feel confidence in school and for them to return to school.

The proportion of students studying EBACC has increased to over 65% across the academy with a similar number of disadvantaged students following this curriculum pathway.

## Further information

Every classroom teacher is focussing on supporting the disadvantaged students within their classes. Using annotated seating plans to ensure that strategies are in place to support students to make more rapid progress.

Focussed book reviews take place within the academy to support students to make more progress.