

Pupil premium strategy statement – Oasis Academy Arena



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	484
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£240,000
Recovery premium funding allocation this academic year	£41,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£281,000

Part A: Pupil premium strategy plan

Statement of intent

All students at Arena are valued, loved and cared for. A high standard of education is important for each student to ensure that they achieve.

We recognise the challenges that students face, whether that be from disadvantage or from other needs. It is important that we provide the support, scaffolding and care to allow our students no matter their background to achieve their best.

We want to achieve the following:-

- Raise standards of attainment at GCSE over the next 3 years for disadvantaged students
- Increase rates of attendance for disadvantaged students
- Support the excellent behaviour and reduction in exclusions.
- Raising aspirations of disadvantaged students to reduce chances of students being NEET or dropping out of college.

The current plan does address some of these issues and there has been success, but this was over one year and had limited impact in the longer term.

The key plans to the strategy are around:-

- Creating the best teaching for all students within the classroom
- Providing direct support for those students who need additional intervention to help them to be successful.

Challenges

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

Challenge number	Detail of challenge
1	Levels of Literacy
2	Attendance to school
3	Covid 19 challenge to return (and gaps)
4	Behaviour is less strong and has led to a higher number of fixed term exclusions

5	Academic Attainment - Students have lower than national attainment on entry to the academy and need significant support to achieve at national average attainment.
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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>Attendance of all students, especially those who are disadvantage increased and remains at or above the national average.</i>	<ul style="list-style-type: none"> • Significant support in place from academy to support strong attendance for disadvantaged students • Attendance of disadvantaged students improves and the gap narrows over time • Disadvantaged attendance rises towards and beyond the national average for all.
Outcomes of disadvantaged students improve, especially in terms of the progress which they made improve towards national average and beyond.	<ul style="list-style-type: none"> • Progress data, especially in maths and English demonstrate that students make strong progress in the school • The gap between disadvantage and non reduces over time
Number of fixed term exclusions reduce and the use of exclusion is used to improve behaviour within the academy.	<ul style="list-style-type: none"> • Fixed term exclusions are below the national average • Behaviour within the academy is "good" • Student behaviour is self regulated supporting students onto the next stage of their education
Very low levels of NEET (zero aim).	<ul style="list-style-type: none"> • NEET figures are below the national average • Early planning supports students to be successful.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coaching for staff to develop quality of teaching and learning.</i>	EEF Guide to Pupil Premium, 2019- 'Key Principal 3: Quality teaching helps every child.' Sam Sims, Steve Farndon et al. : Four reasons instructional coaching is currently the best-evidenced form of CPD- 'Where possible, schools should strongly consider using instructional coaching for professional development. Indeed, it would be hard to justify the use of alternative approaches in the face of the existing evidence.'	3, 4 and 5
<i>Additional coaching support around behaviour management</i>	EEF – Improving behaviour in schools Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	3, 4 and 5
<i>Reading plus, literacy interventions for weaker readers</i>	EEF KS3 KS4 LITERACY GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
English and History Intervention. Additional staffing to add capacity as well as off site intervention to improve learning and close gaps.	EEF The impacts and benefits of a residential experience - UK NAEE	3 and 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Place to be MH Support in school</i>	The impacts and benefits of a residential experience - UK NAEE	2, 3 and 4
<i>Attendance support officer</i>	Attendance had the biggest impact on outcomes at Oasis Academy Arena in Summer 2022	2, 3 and 4
<i>Pastoral Support Team officer</i>	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2, 3 and 4

Total budgeted cost: £ 281,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following Covid disadvantaged students have struggled with school. Whilst they had ipads and secure access to online learning during the pandemic they did not make progress in line with their peers in Summer 2022.

Some of the strategies implemented had positive progress, for example the support to support students to achieve both grade 4 and 5 in English and to achieve grade 4 in mathematics. Students' residential trips for English made a significant impact on their attainment.

Surveys from students, parents and teachers indicate the well-being strategies helped in support students to attend and feel motivated within the Academy – both the Croydon Mental Health support team and place to be supported students well.

Attendance continues to be a challenge for disadvantaged students, particularly when it comes down to persistent absences. Changes to our attendance system for the current academic year reflect the challenges faced in improving disadvantaged attendance in 2021/2022.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mentoring (group and individual)	Reaching Higher
Mentoring (group and individual)	Gloves not Gunz
Mentoring (group and individual)	Lives not Knives
Summer programme and training for student mentors	Crystal Palace life foundation
Student counselling	Place 2 be