

Pupil premium strategy statement

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 Southbank
Number of pupils in school	601 (non-Sixth Form)
Proportion (%) of pupil premium eligible pupils	61.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	21/10/22
Date on which it will be reviewed	02/10/23
Statement authorised by	Anna Richardson
Pupil premium lead	Sophie Collis, Assistant Principal Student Achievement
Governor / Trustee lead	Louise Lee, Regional Director

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,928
Recovery premium funding allocation this academic year	£74,578.50
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	£440,506.50

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy South Bank we want our students to enjoy learning, make great progress and achieve exceptional outcomes. In order to do this we use a range of methods to determine what each individual student does well and develop the areas they need to improve upon.

Our lessons are planned carefully to take into account the strengths and the developmental areas of every student in order to enable them to progress in each subject.

At Oasis South Bank all young people, regardless of starting point, will '**Climb the STAIRS to Greatness**' at Oasis Academy South Bank. Through **love, nurture** and a **rigorous academic** focus, Oasis Academy South Bank students will ultimately be successfully and happily employed in a career with prospects and become model citizens.

We expect that our pupil premium students will have outcomes on a par with or exceeding non pupil-premium students

The focus of our pupil premium strategy is to ensure all learners make good progress and achieve well in all subjects including over 90% of students entered for EBacc subjects and progressing well in these. The primary focus of all our interventions is high quality teaching which will have impact on both pupil premium and non-pupil premium students. Alongside all the high quality teaching strategies and other interventions staff will know who their pupil premium students are in each class using their class seating plan so they can ensure these learners are stretched and supported alongside all others.

We will raise the behavioural and academic bar for all students and put stilts in place to support those that need it most.

The core curriculum will be supplemented with our enrichment programme and a range of clubs and sporting opportunities.

In 2022-2023 NTP funding will be used to provide high quality small group tutoring led by school teachers both after school and during the holidays to support those whose attainment has been most impacted by the pandemic as measured by their most recent in-school assessments.

The use of formative and summative assessment will be used to regularly update and reallocate small group interventions.

Challenges

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

Challenge number	Detail of challenge
1	The impacts of COVID and online learning which have further widened the gap between students who engaged and those who did not. This was also due to a lack of internet access and technology in lockdown 1. This has been seen in the disadvantage gap at GCSE widening PP P8 score previously 0.49 (2019), 0.12 (2022)
2	Raising the aspirations for students in lower attaining sets and improving the percentage of students with a 4+ at GCSEs. Observations and drop ins have seen less motivation in some students in bottom sets. Looking to have 90% of all students at 4+ (progress in top 5% of schools)
3	The impacts of COVID on mental well-being and the ongoing impacts of this on attendance Student surveys have showed a decline in student mental health and wellbeing since covid, a picture also reflected nationally PP attendance 2021-2022 – 91.3%, Non PP attendance 2021-2022 – 92.3%
4	Providing a broad and balanced curriculum with many experiences to build cultural capital, confidence and understanding of careers and next steps in education The national picture shows that disadvantaged pupils are more likely to be NEET than their disadvantaged counterparts, of those students NEET at OASB in previous years a disproportionate number were disadvantaged
5	There is a gap in the reading abilities of students from disadvantaged and non disadvantaged pupils 9% of Non PP students showing higher comprehension and higher fluency on start of year reading test vs 7% of PP students 39% of Non PP students showing lower comprehension and lower fluency vs 48% of PP students

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 for PP students currently behind reading age.	Reading age = chronological age. No gap between PP and non PP pupils
Students achieve good GCSEs	No gap between PP and non PP pupils in Progress 8 score All PP students achieving 4+ in English, Maths and Science

<p>Students are happy and mentally healthy</p>	<p>PP students have received support with mental health as required</p> <p>In student surveys all students report good school support for their mental wellbeing</p> <p>There is no gap in the wellbeing reports of PP and non PP students</p>
<p>Students have had a broad and balanced educational experience that prepares them for the wider world.</p>	<p>Students complete CV and log of wider activities on Unifrog demonstrating engagement with enrichment and trips</p> <p>0% NEET amongst Students at 16 including PP students</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: £140,600)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality teaching and instructional coaching	Reflective practice is an inherent part of teaching and enables students to always make progress in the most effective ways. (£59,000 = coaching hours + T&L team TLRs)	1, 2
Extended school day	We know that having students in school for additional time & running our enrichment programme is adding significant value to our students' lives (£78,000 = teaching staff costs plus estimates of running cost for school and support staff hours)	1, 2
DEAR- literature resources	Running Drop Everything And Read 3-4 times weekly for all students has raised reading ages towards chronological age & development of Tier 2 & 3 vocabulary has enabled students to further access exam material (£3,600 = teaching staff DEAR hours plus costs of reading resources)	1, 2

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

Budgeted cost: £136.270.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the National Tutoring Programme	Using high quality teachers who have QTS/are NQTs. Using teachers from	1

	Oasis Southbank to do holiday revision sessions (£77,078.50 = academic mentor, Connex tutoring for tutoring for certain students + £10,627.50 for tutoring + £2,500 for StepLab)	
Small group interventions for key students in KS3 needing additional literacy and numeracy support	Students with low reading ages and low levels of numeracy need targeted interventions in order to be able to make progress in secondary school (£41,892 = 1 FTE person)	1, 2, 5
Trips to important educational and cultural sites in London as part of Enrichment programme.	All students see, learn from, and meet inspirational speakers from a range of careers to inform themselves about their future work lives. Educational visits and speakers meet Gatsby benchmarks (£11,000 = hours for enrichment trips + trips budget)	4
Aspirational programmes for highest attaining students to support writing and reading and access to next steps	Brilliant Club (£6,300)	2, 4

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

Budgeted cost: £195,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving students' attendance through rewards trips and incentives. Full time Attendance Officer appointed.	Students who are absent at school are unable to make the same level of progress as their peers (£36,301 = cost to school of attendance officer + rewards)	1
Re-introduction of clubs to promote extracurricular activities for students	Giving a student space to focus on their well-being and enjoy activities that are good for their mental health is essential for their learning and overall happiness (£16,140 = club hours x salary per hour + UMD International for music and dance)	3
Wellbeing support for students with temporary or longer term mental	There is a very significant body of evidence that shows that talking and	3

<p>health needs using Place2Be and Place2Talk</p> <p>External organisations to support some of our most vulnerable students with life coaching and mental health support</p>	<p>listening therapies are supportive for promoting good mental health</p> <p>(£39,372 = £9,843x4)</p>	
<p>Safeguarding and medical team to be on site at all times to support with a range of physical and mental health needs that might otherwise be barriers to accessing education</p>	<p>Significant body of evidence showing that students from disadvantaged backgrounds show a range of safeguarding and wellbeing needs. Significant body of evidence showing how medical needs prevent attendance to education.</p> <p>(£89,218 = medical office, safeguarding officer, pastoral teaching resources, TLRs for safeguarding)</p>	3
<p>External organisations to support some of our most vulnerable students with life coaching and mental health support</p>	<p>Future Men (£9,410)</p>	3, 4
<p>A well implemented and integrated PHSE curriculum that supports learners to understand their own lives and futures</p>	<p>PHSE TLR (£4,785)</p>	2, 3, 4

Total budgeted cost: £472,096.50 (supplemented by school budget)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
The Brilliant Club	The Brilliant Club
Place 2 Be / Place 2 Talk	Place 2 Be
National Tutoring Programme (NTP)	Connex Education, NTP
Hegarty Maths	Hegarty Maths
Dance enrichment	UMD international
Coaching programme	StepLab
Future Men Programme	Future Men
Assessment support	PiXL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
---------	---------

<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>In a very similar way to current spend. New this year – additional TLRs for Safeguarding and less dedicated to tutoring and more to clubs and DEAR time.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Although disadvantaged gap opened slightly this was expected due to the pandemic.</p>

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.

The main focus this year will be to ensure that all students on Pupil Premium are in no way disadvantaged from their peers. Two years ago, the gap between PP and non-PP students at GCSE appeared in the 2019 GCSE results. While the gap was small, previously – in 2018 – PP students had outperformed non-PP students so this is something we would want to return to ideally.

The PP strategy has at its core excellent teaching for all students by subject expert teachers. To this end, the whole-school strategy is designed to support PP premium students. This includes:

- Using powerulactionsteps.education platform to support instructional coaching CPD for all staff, all year.
- Adjustments made to the curriculum offer at KS3 to ensure a broad and balanced curriculum for three years. This way, all PP students have as much art, creative subjects, PE, computer science, RE and PSHE as possible for as long as possible. Moreover the enrichment programme which extends into KS4 focusing on Careers and next steps – as well as trips and visitors – ensures PP students are prepared for leaving school at 16 with next steps planned and secured.
- As well as delivering the National Curriculum-recommended content, our KS4 GCSE offer gives all students EBacc (language, humanity, triple/combined science alongside Maths and English Lit and Lang) as well as RE and Computing lessons.

We work closely with the Oasis Waterloo Hub to provide mentoring and activities for vulnerable students.

Learning Support Assistants in lessons support students with personalised learning.

We run clubs and societies during lunchtime to provide students with a broad range of wider learning experiences including film, arts, drama, debating and games.