

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	598 (non-Sixth Form)
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025 and 2025-2026
Date this statement was published	21/12/23
Date on which it will be reviewed	02/12/23
Statement authorised by	Anna Richardson
Pupil premium lead	Sophie Collis, Assistant Principal Student Achievement
Governor / Trustee lead	Thomas Raymond, Regional Director

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£375,705 (Sept 2023)
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	£375,705

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 85% 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 and additional out of class academic support where required.

The use of formative and summative assessment will be used to ensure interventions are data informed and we will use this information to update and reallocate small group interventions.

Closing gaps and opening doors is a foundational principle for all decisions made by the Senior Leadership Team and we seek to ensure that all students that leave Oasis Academy South Bank are able to access, challenge and change the world our students live in as adults. This will be true for all students regardless of starting point.

Challenges

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

Challenge number	Detail of challenge
1	<p>The impacts of Covid school closures and online learning alongside pre-existing gaps in progress for students that are PP and those that are non-PP</p> <p>PP P8 score previously 0.49 (2019), 0.12 (2022), 0.35 (2023) PP P8 Gap 2022 = 0.75, PP P8 Gap 2023 = 0.45</p>
2	<p>The gaps in attainment for students that are PP and those that are non PP.</p> <p>Overall school A8 2023 = 50.9, PP A8 2023 = 50.1 Overall school 5+ Basics 2023 = 61%, P8 Basics 2023 = 59% Overall school EBacc APS = 4.84, PP EBacc APS = 4.78</p>
3	<p>The positive behaviour ratio gap has widened from 2022 → 2023. Improving behaviour of disadvantaged pupils to close gaps in negative behaviour points for students who are PP and non-PP. Reduce number of PP students in detention, internal isolation and those repeating internal isolation. Ensure that all provision for students temporarily excluded from the classrooms is of high quality.</p> <p>2022-2023 Negative behaviour points non-PP = -12,185 (Positive to negative ratio of 87%) 2022-2023 Negative behaviour points PP = -27,536 (Positive to negative ratio of 83%)</p>
4	<p>The impacts of COVID on mental well-being and the ongoing impacts of this on attendance.</p> <p>National data shows an increase in persistent absenteeism from 2017-2018 (11.7%) to 2021/2022 (23.5%) 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%</p>
5	<p>Providing a broad and balanced curriculum with many experiences to close gaps and open doors and provide students with confidence in and an understanding of careers and next steps in education. Ensuring that PP and non-PP students have equal access to the EBacc curriculum.</p> <p>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.</p> <p>Overall school staying in education or entering employment 2023 = 97%, PP staying in education or entering employment 2023 = 95% Overall school EBacc Entry = 98%, PP Ebacc Entry = 97%</p>

6	<p>There is a gap in the reading abilities of students from disadvantaged and non disadvantaged pupils</p> <p>2022 = 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</p> <p>Sep 2023 Average reading Standard Age Score non-PP = 102.9, PP = 101.2</p>
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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
Eliminate gaps in literacy for PP students currently behind reading age.	<p>Reading age = chronological age.</p> <p>No gap between PP and non PP pupils</p>
Students achieve good progress at GCSE level	<p>No gap between PP and non PP pupils in Progress 8 score</p> <p>Progress 8 score for PP students is above national and local authority average</p>
Students achieve good attainment at GCE level	<p>No gap between PP and non PP pupils in 4+ and 5+ Basics</p> <p>A8 score for PP students is above national and local authority average</p>
Students are happy and mentally healthy	<p>PP students have received support with mental health as required and are accessing support service</p> <p>In student surveys for 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>
Students attend school on a regular basis and there is no persistent absenteeism	<p>No gap in overall attendance between PP and non PP students</p> <p>No gap in persistent absenteeism between PP and non PP students</p> <p>Attendance for PP students is above local authority and national average</p>
Students have had a broad and balanced educational experience that prepares them for the wider world.	<p>0% NEET amongst Students at 16 including PP students</p> <p>No gap in EBacc entry for PP and non-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: £137,000

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, 3, 4, 5
Extended school day	Extra curriculum time for students and enrichment programme to offer extra curricular opportunities (£78,000 = teaching staff costs plus estimates of running cost for school and support staff hours)	1, 2, 3, 4, 5

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

Budgeted cost: £134,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for key students in KS3 needing additional literacy and numeracy support	Students with low reading ages need targeted interventions in order to be able to make progress in secondary school (£41,000 = approximate LSA FTE dedicated to reading and literacy interventions + NGRT testing for all - £921) Students with limited numeracy skills need targeted interventions in order to be able to make progress in secondary school.	1, 2, 5

	(£30,419 – Maths support + £41,000 = approximate LSA FTE dedicated to reading and literacy interventions)	
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, 5
Support for attainment across subjects and aspirational programmes for highest attaining students and OASB Sixth Form as aspirational destination	External programmes with a track record of success in supporting schools to raise attainment/aspiration Brilliant Club - £6,300 PiXL - £3,375	2, 4, 5

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

Budgeted cost: £419,352

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 (£36,196 = cost to school of attendance officer + rewards)	1, 4
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 estimated salary per hour + UMD International for music and dance)	4, 5
Wellbeing support for students with temporary or longer term mental health needs using Place2Be and Place2Talk External organisations to support some of our	There is a very significant body of evidence that shows that talking and listening therapies are supportive for promoting good mental health (£39,372)	4

most vulnerable students with life coaching and mental health support		
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>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. Safeguarding staff members support students' wellbeing and health to help them to attend school and remain happy and healthy</p> <p>(£141,189 – safeguarding officers and leads)</p>	4, 1
External organisations to support some of our most vulnerable students with life coaching and mental health support and their behaviour	<p>Evidence that mentoring and coaching programmes can improve well-being and behaviour</p> <p>Future Men - £9,410</p>	3, 4
A well implemented and integrated PHSE curriculum that supports learners to understand their own lives and futures	<p>Supporting students with understanding their health and wellbeing will support them with protecting these</p> <p>PHSE TLR - £4,785</p>	4, 5
DEAR- literature resources	<p>Running Drop Everything And Read 3-4 times weekly for all students to support closing gaps between chronological age & reading age. Development of Tier 2 & 3 vocabulary will enable students to further access exam material, NGRT and Reading plus tests</p> <p>(£127,410 = teaching staff DEAR hours plus costs of reading resources)</p>	1, 2, 6
School Hub plus school farm	<p>The Hub and Farm spaces support student wellbeing and behaviour through mentoring programmes, educational visits and work experience opportunities plus after school clubs</p> <p>Hub leader salary contribution - £10,000</p> <p>Farm contribution - £13,000</p>	

Strong provision for those educated off site	Some students are excluded from education in each school year and require access to alternative provision of high quality that will enable them to progress £21,850	
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Total budgeted cost: £690,367 (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 2022 to 2023 academic year.

Challenge 1 – Post-Pandemic Gaps

- P8 for PP students 2022 = 0.12, 2023 = 0.35 (Local Authority Average for NON-Disadvantaged = 0.28) (England Average for NON-Disadvantaged = 0.17)
- P8 PP Gap 2022 = 0.75, P8 PP Gap 2023 = 0.45. Reduction in PP gap from 2022 → 2023
- 5+ Basics Disadvantage Gap decreasing year on year from 2019-2023, 4+ Basics Disadvantage Gap decreasing year on year from 2019-2023 – See OCL KS4 Results Commentary 2023 document
- **Gaps are closing but need constant efforts to maintain this trajectory, gaps still exist**

Challenge 2 – Raising Aspirations and Motivation in Students

- 2022 4+ Basics 4+ gap = -12.5%, 2023 4+ Basics gap = 0.58%. Reduction in 4+ Basics gap from 2022 → 2023. PP outperforming non PP at 4+ Basics
- 2023 5+ Basics 5+ gap = -7.17%, 2023 5+ Basics gap = -2.79%. Reduction in 5+ Basics gap from 2022 → 2023
- 2023 4+ Basics = 75%, Local authority = 72%, England = 73%
- 2023 5+ Basics = 59%, Local authority = 52%, England = 52%
- **Gaps are closing and outperforming local and national schools but need constant efforts to maintain this trajectory. Gaps at 5+ Basics still exist**
- Behaviour points positive ratio 2022-2023 -whole school year = 87% non PP, 83% PP
- Behaviour points positive ratio Sept 2023 – Dec 2023 = 84% non PP, 76% PP
- **Gap is widening here – behaviour of PP students needs to become more of a focus – to make a specific additional challenge for PP budget 2023-2024**

Challenge 3 – Mental Wellbeing and Attendance

- Overall attendance 2021-2022 = 92.5%, PP attendance 2021-2022 = 91.3%
- Overall attendance 2022-2023 = 91.9%, PP attendance 2022-2023 = 91.0%
- National average attendance YT June 2023 = 92.6%
- **Gaps are closing but PP attendance below national averages – needs continued focus**
- Spring 2023 Student survey about support in school:
 - o 72% of non-PP students say they know how to get support (agree/strongly agree), 80% of PP students say they know how to get support
 - o 77.8% of non-PP students say they feel safe in school, 80% of PP students say they feel safe in school

- Overall percentages show that more PP students feel safe and supported than non-PP students. These figures will require effort to maintain, PP students may feel more relatively safe/supported at school compared to out of school so these figures may be relative and not absolute
- 54.5% of students attending Place2Be are PP
- **Students attending Place2Be are disproportionately non-PP – need a renewed focus on training for staff to ensure are making referrals as needed**

Challenge 4 – Broad and Balanced Curriculum and 16 + Destinations

- Overall school staying in education or entering employment 2023 = 97%, PP staying in education or entering employment 2023 = 95%
- Overall school EBacc Entry = 98%, PP Ebacc Entry = 97%
- **These gaps are not large but will require constant efforts to close and maintain as closed**

Challenge 5 – Reading/Literacy Gaps

- 2022 picture: 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
- Sep 2023 Average reading Standard Age Score non-PP = 102.9, PP = 101.2
- **Moving from one reading assessment tool to another requires continuous monitoring on the new system to allow comparisons to be made over time.**

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
Sparx Maths	Sparx Maths
NGRT Testing	NGRT
Dance enrichment	UMD international
Coaching programme	StepLab
Future Men Programme	Future Men
PiXL training and resources for staff - Assessment and academic intervention support	PiXL

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.

The main focus this year will be to ensure that all students on Pupil Premium are in no way disadvantaged from their peers. Three 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 the StepLab 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 more than 90% of 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.