

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 Mayfield
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2024
Statement authorised by	Claire Taylor
Pupil premium lead	Molly Booth
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£376,238
Recovery premium funding allocation this academic year	£97,152
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	£376,238

Part A: Pupil premium strategy plan

Statement of intent

Oasis Academy Mayfield is committed to delivering excellence for everyone, entitling our students and community to an exceptional education. We recognise the value in understanding student contexts and providing bespoke targeted support based on the needs of individuals within our school community. The key principles of our pupil premium strategy plan focus is on quality first teaching for all, targeted reading intervention and relational pastoral mentoring.

Challenges

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

Challenge number	Detail of challenge
1	Reading age below age related expectations
2	Funding barriers to access broader curriculum offer
3	Maintaining high consistent attendance to school

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
Progress 8	Progress 8 profile to be brought in line with that seen in similar schools.
Attendance	Attendance profile to be brought in line with national average, particularly closing the gap around PA
Percentage of Grade 5+ in English and Maths	Achieve average English and Maths 5+ profile as seen in similar schools.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed literacy strategies across the curriculum, including direct teaching of vocabulary</p> <p>Chosen strategies:</p> <ol style="list-style-type: none"> 1. Cross curriculum versatile vocabulary 2. Fresh Start Phonics intervention in Year 7 3. Launch of e-platform for library access. 	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. - The EEF guide to the Pupil Premium, page 5</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <ul style="list-style-type: none"> - <i>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</i> - <i>Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.</i> 	1

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced relational mentoring intervention targeting key groups.</p>	<p>Trauma Informed Practice; Louise Bomber – Know me to Teach me.</p> <ul style="list-style-type: none"> - <i>Secure attachments are key to developing adaptable and curious learners.</i> 	3

<p>Chosen strategies:</p> <ol style="list-style-type: none"> 1. Student snapshots to elicit student voice for target group – PP boys. 2. Weekly mentoring with a key adult. 	<ul style="list-style-type: none"> - <i>Research found almost two thirds of participants experienced 1 or more Adverse Childhood Experience and more than 1 in 5 experienced 3 or more ACEs.</i> 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Economic capital to resource disadvantaged students. Enhancing the extra-curricular provision available to students.</p> <p>Chosen strategies:</p> <ol style="list-style-type: none"> 1. Additional communication home regarding opportunities for target groups. 2. Promotion and tracking of attendance to extra-curricular provision. 	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance.pdf</p> <ul style="list-style-type: none"> - <i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</i> - <i>Social and emotional learning opportunities improve pupils' decision-making skills, interaction with others and their self-management of emotions.</i> 	<p>2</p>

Total budgeted cost: £346,720

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 2021 to 2022 academic year.

2021/2022 Outcomes:

Progress 8: PP: -0.45 Non-PP: -0.31

Reading Age average: PP Average Reading Age: 12.75 Non-PP Average Reading Age: 13.79

Relational mentoring: 80% achieved bespoke targets based on attendance and/or determination to learn

Teacher assessed grades only (2020/2021):

Pupil Premium Progress 8: -0.962

Further information (optional)

Three strands of support underpin the pupil premium strategy:

1. Enhanced relational mentoring intervention targeting key groups.

- Small group mentoring utilising a key adult approach and encouraging student voice. This strategy aims to develop students sense of belonging and autonomy within the academy.

2. Embed literacy strategies across the curriculum, including direct teaching of vocabulary.

- This strategy aims to minimise the language gap and in develop student literacy skills to allow them better access across the curriculum.

3. Enhancing the extra-curricular provision available to students.

- This strand actively encourages all students to take part in the wider curriculum offer. Students are rewarded for participation in the extra-curricular provision and these aim to build on students interests and develop skills such as leadership and teamwork.