

Pupil premium strategy statement – Oasis Academy Isle of Sheppey

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	1485
Proportion (%) of pupil premium eligible pupils	54.93%
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	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Andy Booth
Pupil premium lead	Andy Fogg
Governor / Trustee lead	Louise Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£737,000
Recovery premium funding allocation this academic year	£199,924
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>	£
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>	£936,924

Part A: Pupil premium strategy plan

Statement of intent

Oasis Academy Isle of Sheppey has a much larger than national average proportion of children who are disadvantaged. The academy was graded to be inadequate in June 2022 and is on a journey of significant improvement.

The academy recognises the challenging and relatively unique challenges that disadvantaged children from the Isle of Sheppey face, including within their education.

The academy recognises that students having the best possible quality of education will improve their life chances, in order to do this the academy will focus on the main issues which will significantly improve their chances. In order to do this the academy has focus around:

- Improving the attendance of those students who are disadvantaged
- Improve the behaviour of students leading to a reduction in the number of exclusions from the academy
- Improving and developing the quality of teaching within the school in order that the students experiences improve.

Challenges

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

Challenge number	Detail of challenge
1	Low aspirations from some of the children
2	Post pandemic – some of the behaviour has not improved enough and is a concern.
3	Attendance to school is a challenge within the school
4	Recruitment of teachers within the academy is a challenge.
5	Quality of teaching required improvement across 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
Improve attendance for disadvantaged students over time	Attendance for disadvantaged students improves over time, with disadvantaged students closing the gap. Attendance of disadvantaged students moves towards the national average.
Behaviour of disadvantaged students improves to good over time.	Reduction of fixed term exclusions for disadvantaged students. Therapeutic care supports students to behave well.
Quality of teaching improves towards “good” over the next couple of years.	Quality of teaching is good due to the effective implementation of the curriculum.
Reduction in the number of suspensions within the academy.	

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
Coaching for all staff within the academy to improve quality of teaching.	EEF Evidence of impactful “instructional coaching.”	4 and 5

Additional support from OCL National Lead Practitioners	Completed across the trust EEF	4 and 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
Small group tutoring. Including for children with SEND.	EEF	1, 2 and 3.
Set up of external provisions for students to support behaviour and raise aspirations	EEF Education Research.- Doug Lemov	1, 2.

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic behaviour support for students	EEF	1, 2
Employment of youth team to support behaviour within the school	Michael Young	1, 2 and 3
Pastoral Team increase to provide additional support students.,	Michael Young EEF	3
School counciollor in place to support the well being of the students within the school	EEF	1

Total budgeted cost: £936,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Student outcomes for KS4 are below the national.</p> <p>The gap within the school shows that the gap is 0.31 between disadvantaged and non. Student outcomes resulting from the pandemic were lower than the academy had hoped.</p> <p>Reading data is in place within the school and is being utilised by the staff.</p> <p>A stronger curriculum is in place within the academy which is supporting students to learn more effectively.</p>
--

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>School councillor.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Additional support for emotional regulation (school councillor)</p>