



Pupil premium strategy statement – Oasis Academy Coulsdon

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	938
Proportion (%) of pupil premium eligible pupils	273
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Catrin Green
Pupil premium lead	Arif Udin
Governor / Trustee lead	Anthony Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,950
Recovery premium funding allocation this academic year	To be updated
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>	£259,950

Part A: Pupil premium strategy plan

Statement of intent

We are a proudly diverse school with a higher than national average intake of disadvantaged students. We have historically prior to the pandemic had very successful outcomes for our disadvantaged students but we are fully aware that we have a way to go to ensure equity of attainment. This gap has widened in the last two years and we are committed to eradicating it. We want students of all backgrounds to attain highly – especially in Ebacc subjects - to enable them to have access to a wide range of post-16 courses and career opportunities.

We want to ensure that all students, regardless of economic background develop the character, competency, and sense of belonging in their community. In order to do this, we will always focus on the individual needs and the barriers impeding optimum attainment for each student, rather than working from general assumptions about disadvantaged groups.

We want to ensure that students take up our excellent extra curricular offer and have the same opportunities as their non disadvantaged peers.

By focusing on the individual, all students will be given the support they need to develop a strong sense of self-awareness about their strengths and passions as they progress towards being an active citizen in their community.

As recommended by the Educational Endowment Fund, we will continue to focus on Quality First Teaching and ensuring that every student has access to a highly qualified and caring teacher who can support them to be their best. This will be supplemented by significant support for those that need it whether this be through pastoral support or through academic tuition.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i> Average attendance for disadvantaged students is lower than non-disadvantaged students; with this gap widening as students' progress through the Academy.
2	<i>Academic Attainment</i>

	On average, disadvantaged students who enter the Academy are further behind in Maths and English. This gap is mirrored in our GCSE results showing that we need to focus on closing the disadvantaged attainment gap.
3	<i>Literacy and Oracy</i> Disadvantaged students who enter the Academy tend to have lower reading ages than their peers; with this gap increasing as students' progress through the Academy. This has significant impact on the ability of our disadvantaged students to complete their best works, especially with extended writing and oracy.
4	<i>Lower Self-Regulation Skills</i> Alike to national trends, our internal data indicates that a disproportionate number of our disadvantaged students lack the necessary skills to support self-regulation.
5	<i>Well-being, emotional and self-confidence support</i> Following the pandemic, the need for well-being and emotional support within the disadvantaged students of the Academy has increased significantly.

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
High attendance for all disadvantaged students that equals that of their peers	95% + attendance for all students with no disadvantaged gap
Ensure that disadvantaged students attain in line with their peers	70% 9 – 4 in English and Maths 47% 9 – 5 in English and Maths Average attainment score of 49 0.3 Progress 8 score for disadvantaged students
All students have an outstanding teacher in every subject	School data on professional development to demonstrate that all staff are clearly employing the literacy and oracy strategies of the Academy, and improving as classroom practitioners.
Improve the self-regulation skills of our disadvantaged pupils	Internal observations and data will show that an increase in disadvantage students being aware of their progress and how to improve in all three areas of character, competence and as a member of the community.
To achieve and sustain improved well-being support for all students; including those who are disadvantaged	Sustained high levels of well-being, demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student, parent and teacher surveys and observations. - A clear provision map to support the needs of all students that require internal or external support.

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: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop instructional coaching across the academy</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.'	1, 2, 3
<i>Ipads and further support staff to embed iPads across the academy and support independent learning</i>	The Sutton Trust January 2021 Remote Learning: the Digital Divide- 'In the first week of the January 2021 lockdown, just 10% of teachers overall report that all their students have adequate access to a device for remote [or independent] learning. While 17% report that more than 1 in 5 of their students don't have such access.'	2, 3, 4
<i>Purchase of standardised diagnostic assessments. (CATS testing) Training will be provided for staff to ensure assessments are interpreted correctly.</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests	2, 3, 4

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group Maths and English intervention for disadvantaged students (including the more able)</i>	<p>Internal evidence shows that in previous academic years, students that participated in scheduled interventions gained – on average – one grade higher than predicted at the beginning of Year 11.</p> <p>The Department for Education clearly labels small group tutoring “as an effective intervention in raising pupil attainment”.</p> <p>We know tutoring can have a positive impact on pupils’ academic progress.</p>	2, 3, 4
<i>Support / nurture classes in Key Stage 3 to support low attaining disadvantaged students</i>	Progress and attainment gaps so intervention required earlier rise during secondary school (Sutton Trust)	2, 3, 4, 5

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased used of an Educational Welfare Officer (EWO) and leadership hours to allow proactive parental support with attendance. New admin for attendance to allow the attendance officer to do more preventative work and home visits.</i>	<p>The gap between PP and non-PP attendance rose by 3% during and following the pandemic.</p> <p>Internal evidence from multiple schools demonstrates the effectiveness of early intervention through professional and internal involvement with parents</p>	1, 2, 5
<i>Remove barriers to learning for our most vulnerable students and families by employing internal strategies and working with external agencies</i>	Analysis of previous cohorts demonstrates that barriers to learning was a reason for underachievement for disadvantage students	1, 2, 3, 4, 5
<i>Uniform and equipment provisions</i>	Following the pandemic and the current cost of living crisis, we have experienced increased numbers of students showing reluctance to attend school or participate due to parents not being able to provide uniform and equipment	1, 4, 5

Total budgeted cost: £268,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The strategies for the Academy were implemented with evidence of a positive impact. This was particularly true of targeted academic support in subjects such as Maths. The success of the Academy's strategies led to our GCSE results and Progress 8 score remaining above national average for all groups following the pandemic. We are now focused on ensuring progress in our GCSE results as exams return to their previous format.

Internal data across all year groups and our most recent GCSE results show that the performance of our disadvantaged pupils was lower than that of our non-disadvantaged students. Reducing the disadvantaged attainment gap is a key focus in the current academic year.

Surveys from students, parents and teachers indicate the well-being strategies helped in support students to attend and feel motivated within the Academy – especially during the exam period.

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 2023/2024 for the last 6 months.

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
1:1 Mentoring	Gloves not Gunz
1:1 Mentoring	Reaching Higher
1:1 and Group Mentoring	Finesse Foreva
Group Mentoring and Sessions	Reaching Higher
1:1 Counselling	Place 2 Be

