

Pupil premium strategy statement – Oasis Academy Coulsdon

This statement details our school’s use of pupil 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	930
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
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	£285,527
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£285,527

Part A: Pupil premium strategy plan

Statement of intent

We are a proudly diverse school with a broadly 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 commitment 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 or 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 supported 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	Attendance

	<i>Average attendance for disadvantaged students is lower than non-disadvantaged students; with this gap widening as students' progress through the Academy. This is especially true for girls</i>
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

• Intended outcome	• Success criteria
• High attendance for all disadvantaged students that equals that of their peers	• 94% + attendance for all students with no disadvantaged gap
• Ensure that disadvantaged students attain in line with their peers	<ul style="list-style-type: none"> • 70% 9 – 4 in English and Maths • 47% 9 – 5 in English and Maths • Average attainment score of 49
• 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.
<ul style="list-style-type: none"> Improve the self-regulation skills of our disadvantaged pupils 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> To achieve and sustain improved well-being support for all students; including those who are disadvantaged 	<ul style="list-style-type: none"> 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,000

<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</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>academy and support independent learning</i>		
<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

<i>Small group Maths and English intervention for disadvantaged students (including the more able)</i>	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. The Department for Education clearly labels small group tutoring “as an effective intervention in raising pupil attainment”. We know tutoring can have a positive impact on pupils’ academic progress.	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: £ 150,000

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>	The gap between PP and non-PP attendance rose by 3% during and following the pandemic. Internal evidence from multiple schools demonstrates the effectiveness of early intervention through professional and internal involvement with parents	1, 2, 5

<i>1:1 personal development support.</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
<i>Attendance family liaison hours</i>	Attendance is the first symptom of disengagement from school – hiring 3 days of extra support in attendance to allow for family liaison	1

Total budgeted cost: £ 348,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year’s national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school’s non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils’ performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*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***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.