

Pupil premium strategy statement – Oasis Academy MediaCityUK 2023 - 2024

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	1012
Proportion (%) of pupil premium eligible pupils	551 (54.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – September 2026
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Paul McEvoy
Pupil premium lead	Joanne Gorman
Governor / Trustee lead	Louisa Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£590,659
Recovery premium funding allocation this academic year	£154,284
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£744,943
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy MediaCityUK, we aim to provide an inspirational and inclusive teaching and learning environment where all students thrive and succeed. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage; we aim to break down barriers that our children face through quality first teaching, rigorous tracking, careful planning and targeted support so that all children have access to a wealth of opportunities and enjoy academic success.

We know that great teaching improves outcomes for all children which is underpinned by a broad and challenging curriculum that prioritises the development of our student's literacy skills. We have a sense of urgency for the progress of all our pupils which is supported by carefully analysing data to identify the academic and social needs of our students. Our Pupil Premium Plan aims to provide focused support to ensure pupils move on from their individual starting points to accelerate progress. We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.

We strive to involve parents in their child's education, this includes the importance of attending school every day.

Challenges

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

Challenge number	Detail of challenge
1	Consistency of good teaching across all areas of the school
2	Weak literacy and numeracy skills
3	Poor attendance and persistent absence
4	Low self-esteem, aspiration and lack of resilience
5	Growing SEMH conditions in students and families
6	Food and warmth poverty, digital disadvantage

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
Attainment & Achievement: Students meet national expectations for achievement at Key Stage 4	QA shows day-to-day teaching is consistently of a high quality Attainment and Progress outcomes rapidly improve towards national averages or better CPD is tailored to the needs of all staff and students Investment in academic support for literacy, numeracy and core curriculum subjects ensures pupil premium students' progress is accelerated
Literacy: Literacy and reading skills accelerate to meet national expectations	All students sit the NGRT assessment to identify students below national expectations. Literacy interventions are in place and show rapid increase in reading age. The number of students below expected chronological reading age significantly reduces. Standardised reading ages are in line with national averages.
Attendance: Sustained high attendance figures and reduced numbers of PA students	Significant improvements ensure that attendance is in line with national average PP attendance improved through targeted support There is an increase in parental engagement through home visits and parental meetings
Wellbeing: All students pastoral needs are met	Students are equipped and ready to learn There is a reduction in negative student behaviour incidents Improved social and behavioural skills for students needing specialist support Reductions in fixed term and permanent exclusions A reduction in NEET %

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: £275,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure students have the equipment necessary to participate in learning, including iPads to overcome digital disadvantage:</p> <ul style="list-style-type: none"> All students to have an iPad Creation of inclusive classrooms, stationary, stock and equipment Digital resources for revision provided <p>Total = £74,504</p>	<p>To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.</p> <p>Extensive research EEF highlighting widening digital gap during global pandemic</p>	<p>1, 2, 4 and 6</p>
<p>CAPS (departmental co-planning) time to be used in each faculty to develop subject specific strategies to improve teaching and learning:</p> <ul style="list-style-type: none"> All staff are consistently good in their classroom practice thereby ensuring good progress for all students Staff can discuss how to deliver literacy in their department as per the whole school approach Time to discuss barriers in learning and look at whole curriculum issues through PLCs <p>Total = £30,807</p>	<p>EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. This will have the greatest impact on their outcomes.</p> <p>Joint PPA will allow co-planning to develop staff subject and curriculum knowledge. Literacy in each subject will increase, allowing students to access more of the curriculum and assessments. Large number of ECT</p>	<p>1, 2 and 3</p>
<p>To develop the HPA Strategy throughout KS3 and 4 to improve achievement and progress of HPA students:</p> <ul style="list-style-type: none"> All staff are aware of HPA PP students and plan accordingly. High quality classroom practice ensures good progress is made Compete in extracurricular activities to enhance the life experiences of HPA PP students. Bibby mentoring and GM higher university trips 	<p>Data analysis shows Interventions have previously been targeted at mid-ability on entry students, whilst they have had an impact it is higher ability on entry PP students where there is often a gap in performance.</p>	<p>1 and 4</p>

<p>Total = £20,600</p>		
<p>Tailored Revision Materials for KS4 - £5,874</p> <p>Revision guides for Year 11 - £4,783</p> <p>To ensure students study effectively in preparation for examinations</p> <p>Total = £10,657</p>	<p>Tailored revision materials for all exam classes in every subject are required to ensure students have access to study guides/aids needed to maximize performance</p> <p>Barriers to learning are addressed ensuring no time wasted for all students</p>	<p>1 and 4</p>
<p>ECT1 and ECT2 program £</p> <ul style="list-style-type: none"> • Early career stage teachers are supported to be strong practitioners in the classroom • Cost of weekly mentor meeting, as each mentor needs an extra free – £21,933 • Cost of cover for the release of ECT staff and mentors for all day conferences across the Year (mentors x 1 annually, ECT's 2/3 conferences per academic year) <p>Total = £83,153</p>	<p>We have many early career teachers this year and helping to improve the quality of education in their lessons will impact on PP students</p>	<p>1 and 2</p>
<p>Bespoke CPD:</p> <ul style="list-style-type: none"> • External CPD for middle and senior leaders • External CPD for support staff • External CPD for teaching staff <p>Total = £23,000</p>	<p>EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. This will have the greatest impact on their outcomes.</p>	<p>1 and 2</p>
<p>To raise achievement of PP students in math's to be at least in line with national average through continued implementation of mastery strategy</p> <ul style="list-style-type: none"> • Sparx Math's • OCL Curriculum • Appointment of Numeracy lead – TLR £5025 • Weekly numeracy session during form time for all year groups • PiXI membership <p>Total = £17,570</p>	<p>Outcome data shows PP students in Maths are significantly below their non-PP peers by a difference of 1.81APS</p> <p>Students joining Oasis MediaCityUK in 2023 have an average Maths scaled score of 101.79. This is 3.21 behind the national average of 104</p> <p>Strong numeracy skills are critical to be able to participate fully in modern life.</p>	<p>1, 2 and 4</p>
<p>To raise achievement of PP students in English to be at least in line with national average through continued implementation of literacy strategy</p>	<p>Outcome data shows PP students in English are significantly below their non-PP peers by a difference of 1.32 APS in English Language and 1.52 in English Literature</p>	<p>1, 2 and 4</p>

<ul style="list-style-type: none"> • Reading plus • OCL Curriculum • Appointment of literacy lead – TLR £5025 • Weekly literacy session during form time for all year groups • PiXI membership <p>Total = £15,690</p>	<p>Students joining Oasis MediaCityUK in 2023 have an average English scaled score of 102.44. This is 3.66 behind the national average of 105.</p> <p>Strong literacy skills are critical to be able to participate fully in modern life.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £265,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring</p> <p>Delivery of small group intervention in English, Maths and science across all year groups through external and internal tuition and academic support</p> <ul style="list-style-type: none"> • 1-2-1 tutoring delivered to our most vulnerable staff • Staff given timetabled hours to mentor PP students with SEMH • Targeted afterschool and holiday interventions in small groups delivered by our subject classroom teachers • On costs of opening in the school holidays • Year 11 tutor group created for maths and English • Academic Mentors x1 <p>Total = £81,966</p>	<p>EEF evidence indicates that 1-2-1 or small group tuition can be as effective in improving progress in both English and Maths.</p> <p>Internal data analysis from last year revealed that intervention delivered by our own staff had much more impact than external tutors. The impact of tutoring also varied between English and Maths.</p> <p>For example, in Year 11 last year: In English, external tutoring failed to close the gap in learning: In October students chose for tutoring were 10.36% below the year group average, by the end of the academic year after tutoring the students were 14.67% below their year group average.</p> <p>However, in Year 11, student who attended after school revision, achieve on average across all subject 1.75 grades above those that didn't. Therefore, whilst we will continue to use some external tuition, we will give greater emphasis to tuition delivered by our own staff.</p>	<p>1, 2, 4 and 5</p>
<p>Whole-school literacy interventions</p> <ul style="list-style-type: none"> • Every student can access the curriculum 	<p>EEF Improving Literacy guidance report (2019)</p>	<p>1, 2 and 4</p>

<ul style="list-style-type: none"> All students' reading age to meet or exceed chronological age <p>Interventions to support low levels of literacy:</p> <ul style="list-style-type: none"> X3 Literacy intervention specialist Whole school literacy form time each week Bespoke interventions for EAL students Accelerated Reader Emotional literacy interventions Phonics training for 6 staff Whole School Literacy Lead 3 x TA salaries - £85,389 3 x Intervention tutors - £93,267 1 x TLR - £5025 <p>Total = £183,681</p>	<p>Strong literacy skills are critical to be able to participate fully in modern life.</p> <p>Literacy lead coordinates cohesive approach to improving literacy across the curriculum in addition to targeted interventions for those in need</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £203,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support with uniform for students in financial hardship to meet school standards and expectations</p> <p>Total = £22,040</p>	<p>PP student's financial barriers can lead to students being PA</p>	<p>3 and 4</p>
<p>Breakfast club – Family Action Encourage pupils to eat a healthy breakfast before school and are ready to start the day</p> <p>Total = £1,300 + Staffing £3,000 = £4,300</p>	<p>EEF – improvements socially, health and academically when students attend breakfast club</p>	<p>3, 4 and 6</p>

<p>Peripatetic music lessons Cost of lessons for the students who have piano/drum/guitar lessons etc. MAPAS Total = £12,426</p>	<p>Financial factors with potential limits to funds available for music tuition</p>	<p>2, 3 and 4</p>
<p>To ensure students participate in all curriculum areas and improve their achievement and engagement Cost of food tech ingredients All practical subject equipment / materials Total = £37,783</p>	<p>Continued participation, understanding of healthy lifestyles and improve achievement in this curriculum area. Census data illustrates average age of death in Oldham 11 years lower than national averages</p>	<p>1, 3 and 4</p>
<p>Paying for PP students or subsidised for educational and recreational trips Planned cost for trips (residential trips etc.) we are paying for. PP kids or subsidised (students @ £80 each) Total costs - £44,080</p>	<p>Disadvantaged students could miss out on enrichment visits due limited funds EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months); peer tutoring (+6 months); digital technology (+4 months) behind peers</p>	<p>3 and 4</p>
<p>To improve PP attendance through targeted support LEA Service agreement Attendance Family Support officer Rewards Attendance Officer = 60% Additional Attendance officer – 60% Additional time for pastoral leaders / support staff to complete home visits (10 hours) Total = £77,200</p>	<p>To raise the attendance of PP students thereby narrowing the gap and improving overall attendance and progress. Early intervention for PP students to ensure they do not become persistent absentees. PA reduction for disadvantaged students</p>	<p>3 & 4</p>
<p>Teens and Tots The Teens and Toddlers programme helps young people improve their wellbeing and school engagement to succeed at school and in life, through the experience of mentoring nursery children. They work with young people at transition points in their lives and are at risk of not achieving their academic potential. They may need our support for a variety of reasons: Poor wellbeing, Low self-esteem, Behavioural issues, High absence</p>		<p>2,3,4,5</p>

<p>levels, Disengaged from school and learning, At risk of exclusion</p> <p>Involved in risky behaviour (e.g. alcohol or substance misuse)</p> <p>Total cost: £3,600</p>		
<p>Rowing</p> <p>Approximately 30 weekly sessions from September to June will culminate in an Inter Schools Regatta in July 2023 at Warrington Rowing Clubs. No criteria as such</p> <p>Total cost = £2,000</p>	<p>Students' selection: 40% at risk of PEX/FTS + 30% LPA / Low Achiever + 30% Absent Learner (Disengaged from Learning/School)</p>	<p>3,4,5</p>

Total budgeted cost: £745,057

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.45 compared to -0.2 for non disadvantaged students in the local authority. All students secured an overall P8 of -0.27. The local authority average was -0.49. Given we have the highest proportion of PP students in Salford our overall impact was strong by comparison.

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 34.7 compared to 46.2 for non-disadvantaged students in the local authority. See [DfE guidance](#) for more information about KS4 performance measures.

This academic year, we have seen a big gap grow between our disadvantaged and non disadvantaged students. This is also the first year where performance measures have returned to pre-COVID levels. Prior to the pandemic we had a very small gap in both A8 and P8 year on year. In 2019, the gap between our PP and non PP students was 2.92, however, in 2023 it grew to 13.56. In 2019, the P8 gap was 0.05 whereas in 2023 the gap has grown to (need to complete this PP is -0.45. I don't yet know the Non PP figure). Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19 and the cost of living crisis. This is reflected in national figures demonstrating the additional impact of the pandemic and the cost of living crisis on disadvantaged pupils.

The attendance gap in Year 11 for disadvantaged was 6.5% with disadvantaged pupils having an overall attendance of 85.2% compared with 91.7% of non-disadvantaged. This is a reason with A8 and P8 are higher amongst the non-disadvantaged students in Year 11.

The attendance of our disadvantaged student's whole school was 87%, non-disadvantaged was 91% .

Absence among disadvantaged pupils was higher than their peers in 2022/23 and persistent absence **% lower. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour declined last year, with challenges around wellbeing and mental health being significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results are reflected in the new PP plan being introduced this academic year. We reviewed our previous strategy plan and have made changes to reflect the emerging priorities of attendance, Mental health and wellbeing and meeting basic needs such as food and warmth. We have reflected on the evidence that our students respond best to staff they know and trust rather than external provision and are providing more opportunities for our staff to engage in intervention and tutoring as stated above.

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

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

