



Pupil premium strategy statement

This statement details Olive AP Academy - Cambridge plan for spending pupil premium to help improve the attainment of our disadvantaged students.

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.

Note – the term 'pupil' and 'student' is used interchangeably in this document – pupils are referred to as students within the academy.

School overview 2022-23

Detail	Data
School name	Olive AP Academy – Cambridge (OA-Cam)
Number of students in school	48
Proportion (%) of pupil premium eligible students (all students are dual registered in Cambridgeshire – only 1 PEX student where funding is received)	72.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-24
Date this statement was published	November 21 (figures updated Dec 2022)
Date on which it will be reviewed	Twice yearly
Statement authorised by	Tony Machin Head of Academy
Pupil premium lead	Bronson Forshaw, Curriculum Lead Deputy
AAB lead	Simon Warburton, Chair

Funding overview 2022-23 – pl check and update figures

Detail	Amount
Pupil premium funding allocation this academic year (DFE allocation)	£985
Estimated PPG to be recovered from schools – <i>NB in some cases additional PPG funding will be transferred from mainstream schools when a pupil moves to OA-Cam – this is collected during the year and contributes to the PPG strategy delivery above and beyond the outline here.</i>	£23,095
Recovery premium funding allocation this academic year	£6000
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	£30,080

Part A: Pupil premium strategy plan

Statement of intent

Olive Academies holds the fundamental belief that young people with SEMH needs and who face disadvantage in their lives can, and should, succeed in line with their peers. To do this, it is vital that we have a specific focus on those in receipt of pupil premium. Our core objective is to improve the teaching and learning for **all** attending the academy including those who face financial disadvantage or those who are vulnerable, as evidence suggests that this is singularly most beneficial to the outcomes of disadvantaged young people.

At Olive AP Academy -Cambridge, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and underachievement. From this we are able to implement interventions to improve outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.

We will focus specifically on ensuring that senior staff are trained at a high level and a fully qualified SENDCo is implemented along with the development of teaching and learning. We believe that the individualised approach of our curriculum along with strong systems and well-informed leaders will ensure that disadvantaged students make the progress we expect. In alternative provision we consider all of our students to be disadvantaged and therefore the focus on developing high quality practice across the whole school benefits all students.

Our strategy will aim:

1. To ensure all PP students make progress against starting points
2. To ensure a childhood set of experiences at least in line with their non-disadvantaged peers.
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

Challenges

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

Challenge number	Detail of challenge
1	All our students that attend are disadvantaged even if they do not receive PPG. Data received from referring schools identifies students that have huge gaps in knowledge due to complex and often disturbing backgrounds and experiences. Therefore, the reengagement in education in the first place is key to allow any academic progress or improvement in attendance.
2	All students that attend are underachieving and are at risk of permanent exclusion. The majority are therefore at risk of achieving no academic outcomes upon entry.
3	We don't have any evidence that there is a meaningful difference in the literacy skills of students eligible for pupil premium and those who are not eligible, particularly given the small proportion who are not eligible. However, there is significant evidence that developing literacy skills needs to be a focus, as standard scores are below average across the cohort in all year groups.
4	Attendance of students referred to Olive AP Academy - Cambridge is a key focus with the average starting point for all students (2021/22) of 39%.
5	All students have significant safeguarding concerns with 90% having had or having professional involvement and 70% of the current cohort having had police involvement.

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
All PP students will make 1 GCSE grade academic progress per year against starting points	Outcomes in all subjects
All PP student's attendance will be above starting points and above national AP average	Attendance data for all PP students in line with or above national.

<p>All PP students will be supported to foster independent learning, greater autonomy and self directed learning through teaching strategies, therapeutic interventions and supportive personalised pastoral care.</p>	<ul style="list-style-type: none"> • Staff successfully use learner profiles to plan lessons. • PP student’s engagement in outdoor learning and targeted creative activities is high • Student voice evidences progress and engagement • Attendance data shows progress against starting point
<p>All PP students will take part in activities which broaden student outlook and perspectives.</p>	<ul style="list-style-type: none"> • All PP students will complete outdoor learning • All students will have the opportunity to complete the Arts Award with Cambridge Junction
<p>All PP students will be prioritised in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning.</p>	<ul style="list-style-type: none"> • Each year 11 student will create an action plan with Form the future. • All students will have the opportunity for live interviews (AP specific) • Work experience placements will be targeted to ensure direction and aspiration for key students

Activity in this academic year

This details how we intend to spend our student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

It is important to note that funding in the year 2021/22 was through the school's budget; this was because of the previous funding arrangements from the outgoing trust with commissioning schools, where the commissioning school retains all PPG funding for each student. A change in the schools SLA for the year 2022/23 allows PPG funding to be passported to Olive Cambridge.

This will mean that there will be greater ability to support the disadvantaged students attending the academy allowing an effective 3-year plan to be implemented.

There are a number of targeted interventions to support all students including those eligible for PPG funding as listed below.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum deputy training for the 'National Award for SEN Co-ordination'.	Putting evidence to work: a school's guide to implementation. EEF	All
Mental Health first aid training for all staff	EEF Teaching and Learning tool kit: social and emotional learning	1,2,3,4
Maths specialist coaching professional		1,2,3,
External mentors appointed to develop the universal PSHE offer, support engagement and develop aspirations	EEF Teaching and Learning tool kit: Aspiration Interventions	All

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

Budgeted cost: encompassed in overall curriculum budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Romsey Mill music and well-being intervention delivered via the vocational timetable.	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Mentoring EEF Teaching and Learning tool kit: Arts Participation	1,2,3,4
Every student completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary.	EEF Teaching and Learning tool kit: behaviour interventions EEF Teaching and Learning tool kit: Peer tutoring EEF Teaching and Learning tool kit: social and emotional learning	1,2,3,4
Cambridge United well-being project - 'Mind your Head', delivered to all students; focusing on well-being, mental health and resilience development.	EEF Teaching and Learning tool kit: Digital technology Toolkit Strand Education Endowment Foundation EEF EEF Teaching and Learning tool kit: social and emotional learning	2,3,4
Social workers in school utilised to support student well-being mentored by senior staff.	EEF Teaching and Learning tool kit: social and emotional learning EEF Teaching and Learning tool kit: Small group tuition	5
Cambridge Rugby Football Club 1to1 targeted intervention and delivered to year 9 students through the vocational timetable.	EEF Teaching and Learning tool kit: social and emotional learning	1,5,6
External mentor 0.5 days a week targeted 1to1 intervention through woodwork.	EEF Teaching and Learning tool kit: social and emotional learning EEF Teaching and Learning tool kit: Small group tuition	All

<p>Gauntlet - Group of targeted students attending motor vehicle (motorbikes) intervention to enhance skills, increase engagement and gain accreditation.</p>	<p>EEF Teaching and Learning tool kit: social and emotional learning</p> <p>EEF Teaching and Learning tool kit: Small group tuition</p>	<p>All</p>
<p>British racing school vocational offer delivered through the vocational timetable and facilitated by associate tutor support.</p>	<p>EEF Teaching and Learning tool kit: social and emotional learning</p> <p>EEF Teaching and Learning tool kit: Small group tuition</p>	<p>All</p>
<p>A significant outdoor learning offer to ensure that all students have opportunities to develop their cultural capital and receive opportunities in line with their mainstream peers.</p>	<p>EEF Teaching and Learning tool kit: social and emotional learning</p>	<p>All</p>

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

Budgeted cost: Encompassed in the overall curriculum budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend all IAEP reviews.	EEF Teaching and Learning tool kit: Parental Engagement	1,2
Each student to complete the outdoor learning and fulfil PE curriculum to obtain an extra relevant qualification to support post 16.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	All
All KS4 PP students to fulfil a sequence of careers meetings with the transitions advisor and 'Form the Future'.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	All
Support the entitlement of PP students to access trips and activities	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	4
Support families with uniform costs and stationery		All

Total budgeted cost: £146,895.68 (within curriculum budget)

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 students in the 2021-22 academic year.

Currently funding streams for pupil premium students are held by referring schools (2021/2022) this is due to arrangements and processes that were in place by the outgoing trust. Olive Academies Trust is now working to look at moving this to a different model with the intention of implementation for September 2022.

Update on the above:

From September 2022 the funding model for pupil premium has been agreed allowing Olive to receive pupil premium funding from referring schools.

Students eligible for PP achieved higher in English than those not eligible for PP, and slightly lower in Maths, this is affected by individual results due to the small size of the groups. There were no significant differences in KS2 prior attainment for the two groups, nor in their progress, suggesting that disadvantaged students achieved in line with those deemed as non-disadvantaged.

Overall headlines:

8/9 students graded in GCSE English language.

7/9 students graded in GCSE Maths.

With 7/9 grading in both English and Maths.

- Outcomes in both attainment and progress are significantly above national average for AP
- 100% accreditation was achieved for the fourth year in a row
- Total passes for 2022: 83
- Average number of qualifications per student: 6 (average number in 2021 6.8, Average number in 2020: 5)
 - 5 GCSEs were achieved at grade 4
 - 78% of pupils (11/14) achieved a GCSE grade 1-9 in English
 - 78% of pupils (11/14) achieved a 1-1 – 9-9 grade in Combined Science
 - 71% of pupils (10/14) achieved a GCSE grade 1-9 in Maths
 - 71% of pupils (10/14) achieved a GCSE grade 1-9 in Maths and English
 - 64% (9/14) achieved the passing BTEC grade in Food Skills
 - 50% of pupils (7/14) achieved a GCSE grade 1-9 in both English language and Literature
 - 35% (5/14) achieved a passing grade in all core Subjects (English Language, English Literature, Math, Science, Food Skills)
- OA Cambridge is in line with national averages for KS2 scaled scores.
- OA Cambridge entries are consistent with mainstream schools.

All PP students secured a destination through collaborative work between Olive and the Local Authority senior transitions advisor. All Students are monitored as an ongoing process to support long term engagement in their chosen destination.