

## Pupil premium strategy statement

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 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 2024/25

Detail	Data
School name	OA - Havering (OA-Hv)
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	Updated December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Collette Hunnisett Executive Headteacher
Pupil premium lead	Joshua Law Deputy Headteacher SENDCO
AAB member lead	Huw Derrick, Chair

### Funding overview 24-25

Detail	Amount
Pupil premium funding allocation this academic year – <i>NB the figure stated is the DfE allocation – in some cases additional PPG funding will be transferred from mainstream schools when a pupil moves to OA-Hv – this is collected during the year and contributes to the PPG strategy delivery.</i>	£19950
Recovery premium funding allocation this academic year	0
Looked After Child premium	£0
Pupil premium funding carried forward from previous years	£0
Total PPG for Academic Year 23-24	£19950

## 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our broad and balanced curriculum offer provides a robust academic diet to all pupils, alongside its ability to be tailored to meet the needs of individual pupils with a bespoke model.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. From the point of admission through our rigorous induction process we use testing and data as evidence to plan and deliver the appropriate education to the individual pupil.

The approaches we have adopted complement each other to help pupils achieve a broad range of outcomes. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering an alternative provision such as our academy. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to

	be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths and English outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties and more limited vocabulary compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils in the pandemic years. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths and English and more broadly.
4	<p>Pupils in AP already have SEMH challenges, exacerbated for disadvantaged, wider social context and leaving mainstream education.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. Cultural capital and exposing these pupils to life experiences is key to the work we do with this finding.</p> <p>This is more evident within AP as our vulnerable young people do not have access to their own communities and wider society.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 6-10% lower than for non-disadvantaged pupils.</p> <p>In addition, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g. communication, self-care, independence in the community etc.</p> <p>This is provided through mentoring, counselling, team building and extensive personal development interventions for all pupils.</p>
8	The pandemic has created not only gaps in learning but gaps in key developmental stages around personal and social development. This fund will be key in

	filling the gaps and creating a well-rounded independent pupil, providing them with the skills and tools to succeed in life.
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## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English Maths and Science.	All year 11 pupils to achieve a GCSE grade in English, Maths or the equivalent level 2.
Improved reading comprehension among disadvantaged pupils across KS3/4	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by academic and intervention data, alongside measuring pupil voice.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 30%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> </ul>

<p>Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.</p>	<p>Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school. This will be demonstrated through pupil reading ages data and English language GCSE data.</p>
<p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Through observations and discussions with pupils and their families.</p>
<p>Disadvantaged pupils feel better prepared for career progression and post-16 opportunities through mentoring, work experience and opportunity.</p>	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring and progress onto post-16 education or training, including over 3 experiences each at meeting employers.</p>

## Activity in this academic year 2024-25

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve and develop the quality of curriculum offer to improve engagement of pupils:</p> <p>Music Lessons Offsite Learning Cooking Lessons Construction Intervention</p>	<p>All staff, pupils, parents and carers are clear about the intent of our curriculum and that pupils can describe the learning journey they are taking and explain why.</p> <p>We continue to expand our curriculum offer to broaden the learning diet of our students. An increasing number of students succeed within kinesthetic learning and practical subject areas. We are mindful of our Pupil Voice and students desire to expand into practical subjects, including a diverse range of offsite learning activities which include:</p> <ul style="list-style-type: none"> <li>- Rowing</li> <li>- Skiing</li> <li>- Sailing</li> <li>- Mountain biking</li> <li>- Forest crafts</li> </ul> <p>We will utilize staff skills within the academy to deliver these subjects and work closely with external partners to build upon our offer.</p> <p>This area is overseen by the Quality of Education lead in consultation with the SENDCO PPG lead to ensure a robust QA cycle is in place inclusive of:</p> <ul style="list-style-type: none"> <li>- Deep dives</li> <li>- Lesson Observations</li> <li>- Learning Walks</li> <li>- Work Scrutiny</li> <li>- Half termly reports (SLT)</li> <li>- Collating pupil voice surveys.</li> </ul>	<p>1-4</p>
<p>Focused staff CPD sessions on identifying barriers to learning. Engage external</p>	<p>PPG pupils achieve in line with their peers. Quality first teaching to improve results.</p>	<p>1,2, 4, 7</p>

<p>professionals to deliver staff CPD sessions.</p>	<p>CPD remains fundamental to staff development and the changing needs of our students. A focus shall be placed on PPG hard to reach students/ SEND to further develop staff skills in identifying gaps and barriers within learning, how we meet need and close the gap.</p> <p>We will continue to refine our differentiation model through research informed CPD.</p> <p>To ensure that our curriculum is meeting the needs of our pupils we will use the following accountability measures: Lesson Observations/Learning Walks/Work Scrutiny/Half termly reports (SLT) Pupil Voice.</p>	
<p>Embedded data tracking to establish students' levels and inform teaching</p>	<p>PPG pupils achieve in line with their peers shared targets with pupils' effective communication with pupils regarding levels and targets.</p> <p>We continue to use Data to hold subject areas to account providing targeted interventions for PPG pupils to succeed and attain higher. Learning conversations with students are vital to the success of this area. Learning walks and work scrutiny will quality assure this process and allow for positive conversations to best support our pupils.</p> <p>To ensure that our curriculum is meeting the needs of our pupils we will use the following accountability measures:</p> <p>Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle/Half termly reports (SLT)</p>	<p>3, 7</p>
<p>Developing collaborative learning</p>	<p>Students are better able to work as a team and support each other in their learning to promote talk and interaction between learners to help develop their understanding and improve their progress.</p> <p>Building collaborative learning through engaging activities remains fundamental to our approach at OA Havering. We will continue to encourage project work and team building activities across all curriculum areas, fostering and developing the skills sets of our PPG learners to best equip them for the future.</p>	<p>1</p>

	To ensure that our curriculum is meeting the needs of our pupils we will use the following accountability measures: Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle/ Pupil voice	
Further develop of our Gym and PE department.	Students take part in regular physical exercise leading to Improved student interpersonal skills and engagement. Our pupil voice has highlighted the need for a gym to improve fitness and the development of more PE resources and methods of study. We will focus on the developing the following life skills:  <ul style="list-style-type: none"> <li>- resilience</li> <li>- ability to deal with changes</li> <li>- teamwork</li> <li>- communication</li> </ul> Evidenced through pupil surveys, departmental reports to SLT, progress data from PE.	1,4,5,8

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding literacy across the curriculum and literacy interventions	Consistent approach to developing literacy across all subjects, which will see all students improving their literacy. Students with low literacy will see the gap in knowledge closed.  We continue to support our learners outside of the traditional GCSE offer, with Functional Skills English as an established accreditation to provide our learners with an additional route at gaining a Level 2 English Qualification. Literacy remains a key area of development within all subject areas. We shall provide a consistent approach to developing literacy across all subjects to holistically improve the literacy of our PPG pupils.	1,2,3,7, 8

	Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle – Early indications from mock assessment data.	
Mentoring, communication skills	<p>Students are better able to communicate thoughts, rationalise behaviours.</p> <p>Improved behaviour and engagement in lessons.</p> <p>Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle/Allocation of positive and negative points</p> <p>Intervention notes. Information recorded on pupil induction provides a realistic foundation of knowledge on the individual needs of each student. Planned intervention around mentoring, choices, resilience and overcoming barriers is key to the success of this area. The associate team alongside teaching staff actively intervenes and mentor students to support and guide them to success and build a positive mindset. Specialized intervention resources will be purchased using this fund.</p>	1,2,4,5,7,8
<p>Strengthen diagnosis and interventions to meet specific needs of those with SEND.</p> <p>Dyslexia Screener</p> <p>Dyscalculia Screener</p> <p>Secondary Language Link</p> <p>Mid- Yis /Yellis</p>	<p>Students’ barriers to learning and special educational needs are identified early. Teachers are best able to differentiate learning to foster success for all students with SEND.</p> <p>To support all curriculum planning, targeted intervention and literacy across the academy, students will be screened for Dyslexia. Detailed reports will be fed back to subject teachers to reduce gaps within learning and support all pupils in attaining higher.</p>	1,2,4,5,7
1:1 mentoring/tutoring programme	To decrease days lost to suspension. Reduced behavioural incidents evidenced by half termly data. To ensure that students with specific behavioural needs have additional support in order for pupils to develop positive strategies to cope and manage their emotional/behavioural issues.	1,2,3,5,6,7

	Increased positive rewards/points evidenced by half termly data.	
To develop numeracy skills for students.	Students can confidently do their 1 – 12 times tables.  To support students' numeracy and allow them to prepare for their exams.  1-2-1 Maths interventions weekly	1,2

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

Budgeted cost: £ 5,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor - psychotherapeutic intervention	Help students better understand their mental health and wellbeing needs.  To decrease days lost to fixed term exclusion. Help students identify methods to cope with stress/anxiety and to build personal resilience. Reduced behavioural incidents evidenced by half termly data.  Pupil engagement and survey data.	4,5,6,8
Development of tutor time /PSHE program, RRA sessions and review of targets.	We continue to develop our PSHE curriculum in line with statutory guidance. We are mindful of the changing needs of our pupils and adapt our curriculum offer in line with safeguarding concerns or topics raised by the cohort reflective of our local and national society.  We will use this fund to secure external resources and invite external speakers and charities to deliver specialized sessions to our pupils.  Our rewards RRA is a successful way to capture the focus and engagement of our pupils acting as an incentive for positive behavior.  RRA and tutor time allow for the expansion of the PSHE/RSE curriculum bringing in national and international celebration days, contemporary themes and knowledge on our society and the world around us.	1,2,3,4,5

Attendance Plan for PPG students	Our leader for Attendance has developed new systems to monitor and track the attendance of disadvantaged pupils working directly with the trust lead for attendance to ensure rigorous monitoring.	6
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**Total budgeted cost: £22189**

## 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 pupils in the 2023 to 2024 academic year.

#### **We continue to see a 0% NEET trend in out outgoing year 11s for 23/24**

- 6 Outgoing year 11s who were PPG all progressed onto Post 16 courses inclusive of 1 EHCP Pupil as follows:
  - Art and Design
  - Catering
  - Electrical Installation
  - Hair and beauty
  - Catering
  - Construction and Animal care Specialist SEND post 16 Provision
- We are immensely proud of the success of these pupils and will continue to track them in the first year of post 16 to ensure they remain EET.
- PPG pupils gained the following qualifications which supported their pathway post-16:
  - 50% of PPG Year 11s gained a pass or above in GCSE English
  - 50% of PPG Year 11s gained a pass or above in GCSE Maths
  - 83% of PPG Year 11 pupils gained a Level 2 Functional Skills in English
  - 66% of PPG Year 11 pupils gained a Level 2 Functional Skills in Maths.

#### **We continue to build upon and improve our curriculum offer, the quality assurance process ensures that it meets the needs of every pupil particularly those who are disadvantaged.**

- Last year we modelled bespoke timetables for several PPG pupils, this has proven a success as it enables the pupil to place a further focus on a subject they excel at or are planning to study at post 16. An example was a pupil progressing on to study art, dropped food studies to spend further time on her coursework.
- The introduction of rowing and Skiing to our Outdoor learning Programme increased participation and was measured via our pupil voice with 90% of PPG pupils enjoying these new experiences. We continue to develop the offer for Outdoor Learning based on the findings from our pupil voice.
- We celebrate the success of these activities by displaying them on our whole school celebration wall – we encourage our pupils to share their life experiences outside of school during our RRA sessions.
- We see the value in functional skills qualifications for pupils struggling to achieve in GCSE exams, and this provides another layer of qualifications for them to progress to post 16 study successfully without resitting English and Maths. We are mindful that the SEMH

needs of pupils can act as a barrier to them sitting a full GCSE within English and Maths- Functional skills alleviate this barrier and provides an acceptable Level 2 qualification to enable the learner to progress to post 16 without resitting.

- 50% of PPG Pupils successfully used transferable skills within their construction lessons to achieve within their Art and Design exam.
- Our whole school PSHE/RSE programme has gone from strength to strength, we are continuing to build on our positive relationship with external guest speakers and professionals.
- We have successfully met 95% of all Gatsby Benchmarks for the Year 23-24. Our strong careers unit and the development of a robust work experience programme has ensured that our PPG pupils are equipped with aspirations and skills to progress independently post 16.
- We received an Anchored Schools Gold award during an external safeguarding audit whereby we were able to evidence the strengths of our PSHE/RSE curriculum at meeting the needs of disadvantaged pupils.
- 100% of PPG pupils engage with our therapeutic offer of counselling and 100% of PPG pupils engage with music lessons and music therapy.
- Our attendance over the past 3 years of this plan has significantly grown year by year, enforcing what we believe is the effectiveness of this plan in securing strong outcomes for disadvantaged pupils.
  - 22/23 17 pupils = 57.4%
  - 23/24 17 pupils 66.9%
  - 24/25 13 pupils 72.6% (at 20.11.24)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
GL Assessments	Dyslexia Screener / Dyscalculia
FFT Aspire	FFT
Cambridge CEM	MidVis Yellis
Speech Link	Secondary Language Link