

Pupil premium strategy statement



Olive AP Academy
NENE VALLEY

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 2022 -23

Detail	Data
School name	Olive AP Academy – Nene Valley
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 2021 (figures updated Dec 2022)
Date on which it will be reviewed	Twice yearly
Statement authorised by	Richard Rushton, Head of Academy
Pupil premium lead	Gareth Williams, Assistant Headteacher
AAB member lead	Huw Derrick, Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 580
Recovery premium funding allocation this academic year	£ 6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	Our funding is acquired through our referring schools. Once it is established that their pupils are eligible for PP we invoice for this funding.

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. 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 strategy is also integral to wider school plans for education recovery following the pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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. This impacts on their ability to access the curriculum.

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. 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	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. 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.
5	Our attendance data over Autumn Term 2021 indicates that attendance among disadvantaged pupils has been 8.5% lower than for non-disadvantaged pupils. 88.9% of disadvantaged pupils have been 'persistently absent' compared to 92.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan (2023/24)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged pupils.	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.
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"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 20%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 8% lower than their peers.
Disadvantaged pupils feel better prepared for career progression and post-16 opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
New SENCO enrolled on National Award for SEND Coordination	Putting evidence to work: a school's guide to implementation. EEF	1-5
New English Teacher and Literacy Lead to complete NPQLL	EEF Teaching and Learning tool kit: Small group tuition	1, 2
Implementation of a new reading strategy, including more refined diagnostic test for phonics awareness and structured, time-limited literacy interventions where appropriate. Also the introduction and resourcing of a reading programme including stocking a library.	EEF Teaching and Learning tool kit: Small group tuition	1, 2

Use of an online platform (Learning by Questions) to target specific gaps in knowledge in core subjects	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Recruitment of Hair and Beauty teacher to support engagement, attendance, and development of appropriate vocational learning pathway	Careers education review EEF	3, 4, 5

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

Budgeted cost: 24,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
All students have the opportunity to access the Gauntlet Auto Project, working towards a BTEC qualification and gaining useful sector experience and working together in a different setting	EEF Teaching and Learning tool kit: Outdoor Adventure Learning	4,5
Each student to have access to a full day per week of Outdoor Learning, experiencing unfamiliar activities, challenging themselves physically and working together to overcome challenges. They will also work towards additional BTEC qualifications based on these experiences.	EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation EEF Teaching and Learning tool kit: social and emotional learning	
Use of online teaching platform (EdClass+) to support engagement and attendance	Effective distance and online learning approaches EEF	4, 5

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

Total budgeted cost: £

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 2021 - 2022 academic year.

Summer 2022 GCSE results showed that there was no significant difference in progress between children eligible for Pupil Premium and those who are not eligible. In addition, Pupil Premium eligible students achieved a higher number of vocational qualifications, and all achieved the vocational qualification associated with the Gauntlet project, compared with 56% (5/9) of students not eligible for Pupil Premium. For the year 11 cohort, attendance was also higher on average for Pupil Premium eligible students. However, given the small cohort size, the effect of individual students is very large, both in the Pupil Premium eligible group and in the comparison group, and the strategies outlined are still relevant.

Destinations of our previous cohort show that of the 13 students 4 are currently NEET. Of these students 1 is pupil premium eligible. OA-NV staff and the LA are providing ongoing support to these students to try and ensure they move into education or employment.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

NA for this academy