



## 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.

### School overview 2024/25

Detail	Data
School name	OA - Suffolk
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	56%
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	31 <sup>st</sup> December 2024
Date on which it will be reviewed by the PP AAB Member	6 <sup>th</sup> March 2025
Statement authorised by	Ellen Watson, Head of Academy & SENDCo
Pupil premium lead	Ellen Watson, Head of Academy & SENDCo
AAB member lead	Kevin McDonnell, Chair

### Funding overview

Detail (2024/25)	Amount
Pupil premium funding allocation this academic year (DfE)	£11,172
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£11,172</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Olive AP Academy – Suffolk (OA-Sf), our aim is to transform the lives of children and young people for whom traditional teaching methods have not worked. At OA-Sf we hold 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, we need to identify all barriers to their achievement and attainment, with more than half of our pupils being in receipt of the pupil premium grant it is an area we need to focus on.

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, all challenges listed below have been further exacerbated due to COVID-19 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 are 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	Although percentage attendance for PP pupils is currently higher than non-PP, attendance needs to improve generally for all pupils.
2	Children are not working at an age-related standard as a result of 'loss of learning' and the existing difference in attainment and have conceptual gaps or misconceptions.

3	Pupils being 'ready to learn' in class, this is mostly related to their emotional/mental health and wellbeing.
4	Some pupils have low self-efficacy which affected their ability to engage in learning and celebrate their successes.
5	Some pupils may have limited speech and language skills, with most being related to vocabulary and comprehension, which can impact upon learning and access to curriculum.
6	Level of cultural capital is variable (access to books, life experiences, knowledge and skills that can improve life chances).
7	For some pupils, parental engagement with school, perceptions of education and value placed upon learning and achievement.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan (2027-28)**, and how we will measure whether they have been achieved.

Ch-No.	Intended outcome	Success criteria
1	Improved attendance for all pupils including the pupil premium group.	<ul style="list-style-type: none"> <li>Improved provision for complex pupils leading to a reduced number of pupils on PIPs and fixed term exclusions</li> <li>Increased attendance overall and reduced numbers of PA</li> </ul>
2	Improved quality of teaching and learning overall for all pupils including the pupil premium group.	<ul style="list-style-type: none"> <li>Development of curriculum to meet individual needs leads to improved outcomes. The gap between PP and non-PP in English and Maths has been reduced.</li> <li>Improved engagement and behaviour.</li> </ul>
2	Pupils in receipt of PP will have achievement in line or above their peers who are not.	<ul style="list-style-type: none"> <li>Some pupils who are participating in end of key stage 2 SATs, particularly those planned to transition back to a mainstream setting</li> <li>Increased levels of pupils in KS3 achieving functional skills qualifications in English and Maths.</li> <li>Increased levels of accreditation achieved at KS4 including an increase in the number of disadvantaged pupils entered for GCSE subjects</li> </ul>
2 & 5	Pupils have regular opportunities to develop oracy skills (with a focus on listening and	<ul style="list-style-type: none"> <li>Increased confidence and engagement in group discussions</li> </ul>

	responding appropriately in discussions).	<ul style="list-style-type: none"> <li>• Improved use of vocabulary in both formal and informal contexts</li> <li>• Evidence of their knowledge and learning in pupils' discussions as well as their writing</li> <li>• Identified pupils accessing speech and language therapy support make progress leading to better learning and EHCP outcomes</li> <li>• Pupils' language comprehension shows a reduction in the gap in outcomes between disadvantaged pupils and their peers</li> </ul>
2	Pupils have access to high quality phonics and reading interventions.	<ul style="list-style-type: none"> <li>• Pupils use phonics for encoding and decoding in their reading and learning</li> <li>• Pupils who are identified for phonics interventions move through the phases of development to enable them to be a confident reader</li> <li>• Pupils have phonics skills that support fluency</li> <li>• Pupils have reading skills that support comprehension</li> </ul>
3	Develop metacognitive and self-regulatory skills (Zones of regulation) among pupils.	<ul style="list-style-type: none"> <li>• Pupils can talk about their 'Zone' of regulation following The ZONES of REGULATION <a href="https://www.zonesofregulation.com/index.html">https://www.zonesofregulation.com/index.html</a></li> <li>• Pupils understand how best they learn through learning about metacognition strategies and this impacts on their level of engagement and achievement</li> </ul>
3	Pupils are 'ready to learn'	<ul style="list-style-type: none"> <li>• Increased levels of engagement, fewer behaviour incident and more character points Achievement of pupils increases to reduce the PP and non-PP gap</li> </ul>
3	Access and signposting to the appropriate service to support with emotional/mental health and wellbeing support - DSL team referring to outside support when appropriate	<ul style="list-style-type: none"> <li>• Interventions lead to increased engagement and readiness for learning</li> <li>• Pupils supported by the two LSAs who have completed the ELSA training (Emotional Literacy Support Assistant <a href="https://www.elsanet-work.org/">https://www.elsanet-work.org/</a>) as well as the counsellor have improved wellbeing which leads to better engagement and learning outcomes</li> </ul>
3	Develop strong relationships with peers and adults to support social skills and wellbeing	<ul style="list-style-type: none"> <li>• Pupils develop positive relationships with a range of adults, leading to better engagement and fewer behaviour incidents</li> <li>• Pupils can participate in shared, group activities and interact with peers in an appropriate manner</li> </ul>

4	KS3/4 pupils can discuss next steps for transition to mainstream or post-16 setting and what they need to get there	<ul style="list-style-type: none"> <li>● Pupil accessing higher or further education is the same percentage for PP as non-PP</li> <li>● Low NEET number</li> <li>● Pupils identified for reintegration back to mainstream are successful</li> </ul>
6	To plan opportunities for pupils to access experiences beyond their immediate environment, including accessing outside learning and texts.	<ul style="list-style-type: none"> <li>● Pupils widen their knowledge of their local area and begin to develop their resilience and tolerance of others</li> <li>● Pupils access information and experiences which develop their independence and self-efficacy</li> <li>● Pupils are aware of a larger number of post-16 and life choices which lead to improved careers outcomes</li> </ul>
7	Opportunities for families to be part of pupils learning and wider school activities.	<ul style="list-style-type: none"> <li>● Calendar to set out opportunities for families</li> <li>● Family meetings to discuss pupils learning and progress</li> <li>● Family events, including inviting families in to share in food cooked in our kitchen</li> <li>● Regular calls to families</li> </ul>

## 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.

### A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £733

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop and bespoke the Zones of Regulation offer through purchasing resources £250	This approach has worked with our pupils and we use this method as a base for our behaviour model  Zones of Regulation website <a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a>	3, 4
White Rose training resources £483	This is to ensure that all staff are aware of the calculation policy and general maths approach within our setting  <a href="https://whiteroseeducation.com/">https://whiteroseeducation.com/</a>	2, 5

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to support the LSA to deliver intervention focused on PP pupils £1,000	Interventions taken for academy's Support, Intervention and Assessment Menus	2, 3, 4, 5,

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

Budgeted cost: £5,386.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Experiences outside the academy to develop social skills, independence and resilience alongside academy staff – Outdoor Education and Forest Schools (10% of the Outdoor Ed budget as been allocated)</p> <p style="text-align: right;">£3802.50</p>	<p>Pupils need to have a wider range of experiences to develop their sense of self and build relationships with positive trusted adults.</p> <p>Opportunities are also given to develop positive risk taking and support PSHE learning around danger and safety</p>	<p>1, 6</p>
<p>Counselling sessions - Integrative approach (6 of the 36 blocks across the year)</p> <p style="text-align: right;">£1,584</p>	<p><a href="#">Integrative Counselling and Psychotherapy • Counselling Tutor</a></p>	<p>3, 4</p>
<p>Family Hub sessions – resources for the sessions</p> <p style="text-align: right;">£100</p>	<p>Sessions for families to be held off site to discuss issues the families are facing and find solutions to support</p>	<p>1, 7</p>

**Total budgeted cost: £ 11,172**

## 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 - 2024 academic year**.

On review of the key challenges to achievements at OA-Sf they remain the same, the academy's overall Pupil Premium Strategy remains on track.

During the last year we have developed the academy's curriculum offer and experiences. This has increased engagement, learning and behaviour with positive outcomes in terms of the pupils personalised targets and EHCP outcomes. We have continued to develop our offer focus; all pupils have clear pathways to qualifications and post-16 destinations.

### 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
Earwig Academic	

### Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A