

# Pupil Premium Strategy Statement – OA-Tunbridge Wells



December 2025

This statement details how OA-Tunbridge Wells use 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 outcomes for disadvantaged pupils last academic year.

## Academy overview 2025-2026

| Detail   | Data  |
|--|---|
| Name of Academy  | Olive Tunbridge Wells (OA-TW)                 |
| Number of pupils in school   | 30  |
| Proportion (%) of pupil premium eligible pupils  | 75%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2025 to 2028                                  |
| Date this statement was published  | Feb 2026                                      |
| Date on which it will be reviewed  | Dec 2026 (in line with other trust academies) |
| Statement authorised by  | Tony Machin – Executive Headteacher           |
| Pupil premium lead   | Tony Machin                                   |
| Governor / Trustee lead  | Rebecca Edwins/ Hannah Knowles                |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £16,125   |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | Not known |
| <b>Total budget for this academic year</b><br><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> | £16,125   |

## 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 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                | Our assessments show that disadvantaged pupils have generally made 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, due to the nature of their experiences and the further trauma of being excluded from mainstream education and their mainstream peers.</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>Attendance data upon transfer indicates that attendance among all pupils including disadvantaged pupils was significantly below national average for AP provisions.</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 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.  |

## 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 and 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 be able to see 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.   |
| Achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.   | <p>Pupils gain high levels of wellbeing demonstrated by:</p> <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>                            |
| Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.  | <p>Pupils gain high attendance from demonstrated by:</p> <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 no more than 5%.</li> <li>• All pupils make progress against their starting points</li> </ul> |
| Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology. | <p>Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils. This will be via improved access to the curriculum which is evidenced by both quantitative and qualitative data.</p> <p>This will be demonstrated through pupil reading ages data and English language GCSE data.</p>          |

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|--|---|
| Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.     | Through observations and discussions with pupils and their families.  |
| 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 and progress onto post-16 education or training, including over 3 experiences each at meeting employers. |

### Activity in this academic year

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

Budgeted cost: £7,000

| 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>Offsite Learning<br/>Cooking Lessons<br/>Construction/<br/>bespoke subjects<br/>Intervention<br/>Planned and sequenced enrichment activities</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 pupils. An increasing number of pupils succeed within kinesthetic learning and practical subject areas. We are mindful of our Pupil Voice and pupils 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 utilise 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 trust SENDCO to ensure a robust QA cycle is in place inclusive of:</p> <ul style="list-style-type: none"> <li>- Student discussions</li> <li>- Lesson Observations</li> </ul> | 1-4                           |

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|---|---|-----------|
|   | <ul style="list-style-type: none"> <li>- Learning Walks</li> <li>- Work Scrutiny</li> <li>- Half termly reports (SLT)</li> <li>- Collating pupil voice surveys.</li> </ul>  |           |
| <p>Focused staff CPD sessions on identifying barriers to learning. Engage external professionals to deliver staff CPD sessions.</p> | <p>PPG pupils achieve in line with their peers. Quality first teaching to improve results.</p> <p>CPD remains fundamental to staff development and the changing needs of our pupils. A focus shall be placed on PPG hard to reach pupils/ 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>  | 1,2, 4, 7 |
| <p>Embedded data tracking to establish pupils' 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 pupils 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: Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle/Half termly reports (SLT)</p> | 3, 7      |
| <p>Developing collaborative learning</p>  | <p>Pupils 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 Tunbridge Wells. We will continue to encourage project work and</p>  | 1         |

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

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

Budgeted cost: £5,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted CPD throughout the year based on responsive requirements. | AAB reports and ongoing analysis of academy and trust data.   | 1-8                           |
| Utilise recruitment and retention awards                           | Evidence clearly demonstrates that where academies have the highest quality staff the outcomes and opportunities of all pupils improve. | 1-8                           |

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

Budgeted cost: £4,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding literacy across the curriculum and literacy interventions</p> | <p>Consistent approach to developing literacy across all subjects, which will see all pupils improving their literacy. Pupils with low literacy will see the gap in knowledge closed.</p> <p>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.</p> <p>Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle – Early indications from mock assessment data.</p> | <p>1,2,3,7, 8</p>             |
| <p>Mentoring, communication skills</p>                                     | <p>Pupils are better able to communicate thoughts, rationalise behaviours.</p> <p>Improved behaviour and engagement in lessons.</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 pupils to support and guide them to success and build a positive mindset. Specialized intervention resources will be purchased using this fund.</p> <p>Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle/Allocation of positive and negative points</p>             | <p>1,2,4,5,7,8</p>            |

|   |   |             |
|---|---|-------------|
| Strengthen diagnosis and interventions to meet specific needs of those with SEND. | <p>Pupils' barriers to learning and special educational needs are identified early. Teachers are best able to differentiate learning to foster success for all pupils with SEND.</p> <p>To support all curriculum planning, targeted intervention and literacy across the academy, pupils 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 pupils with specific behavioural needs have additional support in order for pupils to develop positive strategies to cope and manage their emotional/behavioural issues. Increased positive rewards/points evidenced by half termly data.  | 1,2,3,5,6,7 |
| To develop numeracy skills for pupils.  | <p>Pupils can confidently do their 1 – 12 times tables.</p> <p>To support pupils' numeracy and allow them to prepare for their exams.</p> <p>1-2-1 Maths interventions weekly</p>   | 1,2         |

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

Budgeted cost: £ 6,000

| Activity          | Evidence that supports this approach   | Challenge number(s) addressed |
|-------------------|--|-------------------------------|
| School counsellor | <p>Help pupils better understand their mental health and wellbeing needs.</p> <p>To decrease days lost to fixed term exclusion. Help pupils identify methods to cope with stress/anxiety and to build personal resilience. Reduced behavioural incidents evidenced by half termly data.</p> <p>Pupil engagement and survey data.</p> | 4,5,6,8                       |

|   |   |                  |
|---|---|------------------|
| <p>Development of tutor time /PSHE program, RRA sessions and review of targets.</p> | <p>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.</p> <p>We will use this fund to secure external resources and invite external speakers and charities to deliver specialized sessions to our pupils.</p> <p>Our rewards assembly is a successful way to capture the focus and engagement of our pupils acting as an incentive for positive behavior.</p> <p>Assemblies 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.</p> | <p>1,2,3,4,5</p> |
| <p>Attendance Plan for PPG pupils</p>   | <p>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.</p>   | <p>6</p>         |

**Total budgeted cost: £22,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantage pupils

Olive academy Tunbridge Wells transferred on the 1<sup>st</sup> June 2025 from Two Bridges School a school in special measures.

The PP strategy therefore was not effective or fit for purpose. This strategy utilises the best practice from the Olive Trust to ensure the highest impact actions occur to provide the pupils at OA-TW with the best life opportunities possible.

### Externally provided programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |