

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 – 2025

Detail	Data
School name	OA – Nene Valley
Number of pupils in school	55 (67 in total across the academic year)
Proportion (%) of pupil premium eligible pupils (NB students are dual registered in Cambridgeshire – there are therefore only 4 permanently excluded students taken into account by DfE)	45.45% 67% (across all students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	31 st December 2024
Date on which it will be reviewed	April 2025, AAB link governor
Statement authorised by	David Saunders, Head of Academy
Pupil premium lead	Fiona Shrubbs, Teaching and Learning Lead
AAB member lead	Huw Derrick, Chair

Funding overview (September 2024 – July 2025)

Detail	Amount
Pupil premium funding allocation this academic year (DfE allocation)	£2100
Recovery premium funding allocation this academic year	£ 0
Estimated PPG to be recovered from schools – NB <i>in some cases additional PPG funding will be transferred from mainstream schools when a pupil moves to OA-NV – this is</i>	£25,200

<i>collected during the year and contributes to the PPG strategy delivery above and beyond the outline here.</i>	
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	£27,300

Part A: Pupil premium strategy plan

Statement of intent

In Cambridgeshire, the local authority requires that all students are dual registered with the referring school as the main provider and the alternative provision as a subsidiary provider. As a result of this we do not receive the pupil premium funding for our students. However, at Olive Academies we recognise the needs of our pupil premium students and provide accordingly.

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 surveys), 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 2023-2024 indicates that attendance among disadvantaged pupils was 10.8% higher than for non-disadvantaged pupils. 64.15% of disadvantaged pupils have been 'persistently absent' compared to 100% of their peers during that period. Our assessments and observations indicate that absenteeism is not 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** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged pupils.	Reading tests, YARC, demonstrate baseline data for all students, showing disadvantaged students start with lower SS scores. This is tracked against outcomes, rather than just an improved SS. We should see 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: • 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.	Sustained high attendance from 2024/25 demonstrated by: • 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 can access high quality work experience and careers mentoring.

Activity in this academic year (September 2024 – July 2025)

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: £ 0

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

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

Budgeted cost: £27,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gauntlet Project £27,300	Raise self-esteem, cultural capital, increase attendance	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: £27,300

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.

- In 2024, 56% of year 11 were pupil premium eligible. Of those students, 89% achieved at least one scaffolded English qualification, with 78% achieving GCSE English Language.
- Out of the 9 pupil premium students, 67% gained grades 1 – 3 in their GCSE maths, English and combined science.
- 100% of PP students gained BTEC Level 2 in Home Cooking Level 2.
- 100% of PP students gained at least 1 Level 1 BTEC, including public services, hospitality and tourism, sport and motor vehicle.
- One PP student achieved 15 qualifications, the most in the cohort.
- Destinations of our previous cohort show that of the 9 PP students 3 are currently NEET, but all three are employed in either full or part time employment.
- OA-NV staff and the LA continue to provide 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
N/A	

Service pupil premium funding (optional)

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

N/A for this academy