



Olive AP Academy
CAMBRIDGE

Olive Academies

Pupil Premium Strategy Statement – OA-Cam November 2025

This statement details Olive AP Academy - Cambridge plan for Pupil Premium spend to help improve the attainment of our disadvantaged students.

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 2025-2026

Detail	Data
School name	Olive Academy – Cambridge (OA-Cam)
Number of students in school	35 (47 spaces commissioned)
Proportion (%) of pupil premium eligible students (A high proportion of students at OA-CAM are dual registered)	80%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was published	4 th November 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Mark Kirby - Head of Academy
Pupil Premium Lead	Bronson Forshaw - Curriculum Lead Deputy
AAB Lead	Huw Derrick - Chair

Funding Overview 2025-2026

Detail	Amount
Pupil Premium funding allocation this academic year (DFE allocation)	£2,150
Estimated PPG to be recovered from schools – NB in some cases additional PPG funding will be transferred from mainstream schools when a pupil moves to OA-Cam – this is collected during the year and contributes to the PPG strategy delivery above and beyond the outline here.	£26,875
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	See above

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 funding and support.
- 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.
- At OA-Cam, our aims and rationale for PPF expenditure are based on a number of factors. Using a range of data sources, we critically analyse aspects of day-to-day teaching in order to identify achievement and underachievement. From this we are able to implement interventions to improve outcomes for individuals and groups. We believe that educational research from both mainstream and specialist settings is invaluable in informing practice, both in terms of deciding upon the efficacy of specific interventions and in implementing strategies as effectively as possible.
- We will focus specifically on ensuring that senior staff are trained at a high level and a fully qualified SENDCo is implemented along with the development of teaching and learning (alongside the new addition of a Deputy SENCo in January 2025).
- We believe that the individualised approach of our curriculum along with strong systems and well-informed leaders will ensure that disadvantaged students make the progress we expect. In alternative provision we consider all of our students to be disadvantaged and therefore the focus on developing high quality practice across the whole school benefits all students.

Our strategy will aim:

1. To ensure all PP students make progress against starting points
2. To ensure a childhood set of experiences at least in line with their non-disadvantaged peers.
3. To ensure all students receive additional and specialised intervention so they make informed choices about the next stage of their learning

Challenges

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

Challenge number	Detail of challenge
1	All our students that attend are disadvantaged even if they do not receive PPG. Data received from referring schools identifies students that have huge gaps in knowledge due to complex and often disturbing backgrounds and experiences. Therefore, the reengagement in education in the first place is key to allow any academic progress or improvement in attendance.
2	All students that attend are underachieving and are at risk of permanent exclusion. The majority are therefore at risk of achieving no academic outcomes upon entry.
3	We don't have any evidence that there is a meaningful difference in the literacy skills of students eligible for pupil premium and those who are not eligible, particularly given the small proportion who are not eligible. However, there is significant evidence that developing literacy skills needs to be a focus, as standard scores are below average across the cohort in all year groups.
4	Attendance of students referred to Olive AP Academy - Cambridge is a key focus with the average starting point for all students (2025/2026) of 31%

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
All PP students will make academic progress and meet the requirements to transition to the next stage in their education.	• Make 1 grade progress in GCSE per year from agreed starting points. • Achieve accreditations in GCSE, BTECs, Functional Skills qualifications and Entry Level qualifications.
All PP student's attendance will be significantly above starting points	• Data show significant increase from starting points. • Records show all reasonable action has been taken to improve attendance.

All PP students will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, therapeutic interventions and supportive personalised pastoral care	• Staff successfully use learner profiles to plan lessons. • PP student's engagement in outdoor learning and targeted creative activities is high • Student voice evidences progress and engagement • Attendance data shows progress against starting point
All PP students will take part in activities which broaden student outlook and perspectives	• All PP students will undertake Outdoor Learning • All students will have the opportunity to complete the Arts Award with Cambridge Junction • All PP students will be given the opportunity to participate in our vocational learning offer
All PP students will be prioritised in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning	• Each year 11 student will create an action plan with Form the Future/Senior Transition Advisor • All students will have the opportunity for live interviews (AP specific and through partnership with Form the Future) • Work Experience placements will be targeted to ensure direction and aspiration for key students

Activity in this Academic Year (September 2025 – July 2026)

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

A change in the schools SLA for the year 2022/23 allows PPG funding to be passported to Olive Cambridge. This still applies in 2025/2026.

This will mean that there will be greater ability to support the disadvantaged students attending the academy allowing an effective 3-year plan to be implemented.

There are a number of targeted interventions to support all students including those eligible for PPG funding as listed below.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Encompassed in the overall curriculum budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
NPQ – SENDCo qualification undertaken for new role within the Academy	Putting evidence to work: a school's guide to implementation. EEF	All
Ongoing Mental Health First Aid Training for all staff	EEF Teaching and Learning tool kit: social and emotional learning	1,2,3,4
External mentors (Inspire 2 Ignite) appointed to develop the universal PSHE offer, support engagement and develop aspirations	EEF Teaching and Learning tool kit: Aspiration Interventions	All

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

Budgeted cost: Encompassed in the overall curriculum budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Every student completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Teaching and Learning tool kit: behaviour interventions EEF Teaching and Learning tool kit: Peer tutoring EEF Teaching and Learning tool kit: social and emotional learning	1,2,3,4
Cambridge United well-being project - 'Mind your Head', delivered to all students focusing on well-being, mental health and resilience development	EEF Teaching and Learning tool kit: Digital technology Toolkit Strand Education Endowment Foundation EEF EEF Teaching and Learning tool kit: social and emotional learning	2,3,4
Social Workers in School (SWIS) utilised to support student well-being mentored by senior staff	EEF Teaching and Learning tool kit: social and emotional learning EEF Teaching and Learning tool kit: Small group tuition	5
Gauntlet - Group of targeted students attending motor vehicle (motorbikes) intervention to enhance skills, increase engagement and gain accreditation	EEF Teaching and Learning tool kit: social and emotional learning EEF Teaching and Learning tool kit: Small group tuition	All
British Racing School vocational offer delivered through the vocational timetable and facilitated by associate tutor support	EEF Teaching and Learning tool kit: social and emotional learning EEF Teaching and Learning tool kit: Small group tuition	All
A significant Outdoor Learning offer to ensure that all students have opportunities to develop their cultural capital and receive opportunities in line with their mainstream peers	EEF Teaching and Learning tool kit: social and emotional learning	All

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

Budgeted cost: Encompassed in the overall curriculum budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP student's parent/s attend all IAEP reviews.	EEF Teaching and Learning tool kit: Parental Engagement	1,2
Each student to complete the Outdoor Learning and fulfil PE curriculum to obtain an extra relevant qualification to support Post 16.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	All
All KS4 PP students to fulfil a sequence of careers meetings with the LA Senior Transitions Advisor and 'Form the Future'.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	All
Support the entitlement of PP students to access trips and activities – Including our end of year rewards trip to Thorpe Park	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	4
Support families with uniform costs and stationery – All are provided to students without any cost to families		All

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 2024 - 2025 academic year.

- For the Class of 2025, 70% of Yr 11 students were pupil premium eligible. Of those students, 100% achieved at least one scaffolded English qualification, with 100% also achieving a GCSE English Language.
- 83% of PP students gained a GCSE in Maths (grades 1-5).
- 58% of PP students gained two GCSEs in Science (Combined Science).
- 90% of PP students gained BTEC Level 2 in Home Cooking.
- 100% of PP students gained at least 1 Level 1 BTEC, including public services, hospitality and tourism, sport and motor vehicle.
- Two PP students achieved 17 qualifications, the most in the cohort.
- Destinations of our previous cohort show that of the 12 PP students, 11/12 are engaging in Post 16 provision. 10 students are engaging in L1 and L2 courses at College. 1 student is in employment, and 1 student is current NEET.

Externally provided programmes

Programme/ Provider
• Gauntlet Auto Projects • British Racing School • Bodyworks Dance • Ely Art Project • The Junction • Cambridge United Foundation • EdLounge Online Learning