

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 2021/22

Detail	Data
School name	Olive AP Academy - Havering (OA-Hv)
Number of pupils in school (Autumn 2021 Census)	40
Proportion (%) of pupil premium eligible pupils	75% (30 students)
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
Date on which it will be reviewed	May 2022
Statement authorised by	Collette Hunnisett
Pupil premium lead	Joshua Law Assistant Headteacher SEND CO
AAB member lead	Huw Derrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,838 (DfE fig Dec 2021)
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years	£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	£17,938

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.

	For instance, there was a 1.2 average GCSE value added differential between Pupil Premium and non-Pupil Premium students in the 2021 Summer exam series.
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. 10% of PPG students within this cohort have speech and language difficulties as well as there being a 1.1 English differential between PP and non PP students.
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	Students in AP already have SEMH challenges, exacerbated for disadvantaged, wider social context 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. Currently 42% of PPG students within this cohort have SEMH
5	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. This is more evident within AP as our vulnerable young people do not have access to their own communities and wider society.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 6-10% lower than for non-disadvantaged pupils. In addition, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	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. This is provided through mentoring, counselling, team building and extensive personal development interventions for all pupils.

8	The pandemic has 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 students to achieve a GCSE grade in English, maths and science.
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 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. This finding is supported by academic and intervention data.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 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 2023/24 demonstrated by: • 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 reduced by 5%.

Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school. This will be demonstrated through pupil reading ages data and English language GCSE data.
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.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve and develop the quality of curriculum offer to improve engagement of pupils: Music Lessons Offsite Learning Cooking Lessons Design & Technology	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. We continue to expand our curriculum offer to broaden the learning diet of our students. An increasing number of students succeed within kinesthetic learning and practical subject areas. We are mindful of our Pupil Voice and students desire to expand into creative subjects. We will utilize staff skills within the academy to deliver these subjects and work closely with external partners to build upon our offer. Deep dives Lesson Observations Learning Walks Work Scrutiny Half termly reports (SLT)	1-4
Focused staff CPD sessions on identifying barriers to learning. Engage external professionals to deliver staff CPD sessions.	PPG pupils achieve in line with their peers. Quality first teaching to improve results. CPD remains fundamental to staff development and the changing needs of our students. A focus shall be placed on PPG hard to reach students/ SEND to further develop staff skills in identifying gaps and barriers within learning. Lesson Observations/Learning Walks/Work Scrutiny/Half termly reports (SLT)	1,2, 4, 7
Embedded data tracking to establish students' levels and inform teaching	PPG pupils achieve in line with their peers shared targets with pupils' effective communication with pupils regarding levels and targets. 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 students are vital to	3, 7

	the success of this area. Learning walks and work scrutiny's will quality assure this process and allow for positive conversations to best support our pupils. Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle/Half termly reports (SLT)	
Developing collaborative learning	Students 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. Building collaborative learning through engaging activities remains fundamental to our approach at OA Havering. We will continue to encourage project work and team building activities across all curriculum areas, fostering and developing the skills sets of our PPG learners to best equip them for the future. Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle	1
Further develop outdoor learning and PE curriculum	Students take part in regular physical exercise leading to Improved student interpersonal skills and engagement: • resilience, • ability to deal with changes • teamwork • communication Student Reports monitoring Reduced behavioural incidents evidenced by half termly data. Increased positive rewards/points evidenced by half termly data.	1,4,5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding literacy across the curriculum and	Consistent approach to developing literacy across all subjects, which will see all students improving their literacy. Students with low literacy will see the gap in knowledge closed.	1,2,3,7, 8

literacy interventions	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. Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle – Early indications from mock assessment data.	
Mentoring, communication skills	Students are better able to communicate thoughts, rationalise behaviours. Improved behaviour and engagement in lessons. 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 intervene and mentor students to support and guide them to success and build a positive mindset. Specialized intervention resources will be purchased using this fund. Lesson Observations/Learning Walks/Work Scrutiny/Progress and assessment cycle/Allocation of positive and negative points 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 intervene and mentor students to support and guide them to success and build a positive mindset. Specialized intervention resources will be purchased using this fund.	1,2,4,5,7
Strengthen diagnosis and interventions to meet specific needs of those with SEND. Dyslexia Screener Speech Link Speech and language Diagnostic tool.	Students barriers to learning and special educational needs are identified early. Teachers are best able to differentiate learning to foster success for all students with SEND. To support all curriculum planning, targeted intervention and literacy across the academy, students will be screened for Dyslexia and Speech and language. Detailed reports will be fed back to subject teachers to reduce gaps within learning and support all pupils in attaining higher.	1,2,4,5,7
1:1 mentoring/tutoring programme	To decrease days lost to fixed term exclusion Reduced behavioural incidents evidenced by half termly data. To ensure that students with specific behaviour issues have additional support in order for	1,2,3,5,6,7

	pupils to develop positive strategies to cope and manage their emotional/behavioural issues. Increased positive rewards/points evidenced by half termly data.	
To develop numeracy skills for students.	Students can confidently do their 1 – 12 times tables. To support students' numeracy and allow them to prepare for their exams. 1-2-1 Maths intervention	1,2

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

Budgeted cost: £ 8,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor	Help students better understand their mental health and wellbeing needs. To decrease days lost to fixed term exclusion. Help students identify methods to cope with stress/anxiety and to build personal resilience. Reduced behavioural incidents evidenced by half termly data. Increased positive rewards/points evidenced by half termly data.	4,5,6
Development of coaching/PSHE programme, RRA sessions and review of targets.	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. We will use this fund to secure external resources and invite external speakers and charities to deliver specialized sessions to our pupils. Our rewards RRA is a successful way to capture the focus and engagement of our pupils acting as an incentive for positive behavior.	1
Attendance Plan for PPG students	To increase the average % attendance of PPG students from x at the end of 2020/21 to 70%	6

Total budgeted cost: £38,550

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by Oak National Academy. In addition, with many students choosing not to attend school although challenging to provide differentiated support to our pupils online, we were able to ensure all pupils were given the opportunity to achieve at least a qualification in English and/or maths at grade 1 functional skills all the way through to GCSE.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

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
GCSEpod	GCSEpod
FFT Aspire	FFT