

## Pupil Premium review 2017-18 – Olive AP Academy – Havering (OA-Hv)

Olive Academies MAT 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. In addition to specific interventions outlined below, the trust’s core objective is to improve the teaching and learning for **all** attending the academy as evidence suggests that this is singularly most beneficial to the outcomes of disadvantaged young people.

Academic year	2017-18	Number of students eligible for PP	13
Number of students	64 PAN	Total Disadvantaged Budget	£12,090

Barriers to attainment	
i.	Quality of teaching
ii.	Limited literacy and communication skills
iii.	High rate of absence
iv.	SEMH needs which result in days lost through exclusion
v.	Attitudes to learning and poor engagement
vi.	Limited cultural capital

i. Quality of teaching				
Action	Intended Outcome	Rationale	Review	Staff Accountability
Focused staff CPD sessions on Raising Achievement Planning	PPG pupils achieve in line with others	Quality first teaching to improve results.	Continuous Professional Development (CPD) was on going throughout the school year, covering, teaching and learning, child protection, data collections etc	Senior Leadership Team (SLT)



(RAP) identifying barriers to learning				
Data Tracking tool established and used by all teachers with pupils	RAP plans ensure interventions and support deliver progression rates	Shared targets with pupils and strategies are more effective when communicated with pupils	In the summer term new data tracking was introduced enabling SLT and staff to better understand students results and needs pertaining to them	SLT
PPG student tracking as part of RAP and data analysis scrutiny	To evidence effectiveness of teacher planning and interventions	To give SLT a strategic view of the teaching and learning offer for pupils	PPG dashboards were introduced to track students' progress	SLT
PPG student Voice	PPG Student voice and how they view aspects of their learning.	To give SLT a strategic view of the teaching and learning offer for students.	Student voice was ascertained in daily coaching sessions	SLT
<b>ii. Limited literacy and communication skills</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Rationale</b>	<b>Review</b>	<b>Staff Accountability</b>
Literacy Intervention Programme	Accelerated reading ages in line with the best intervention strategies available	Low reading ages are hampering PPG student progress.	Literacy interventions including reading were carried out on targeted students those with reading ages lower than 11years	MHO
Mathematical thinking strategy	Increased numeracy age.	To ensure that students with low starting points/specific difficulty in Numeracy/Maths have access to an age appropriate resource in order to develop their numeracy skills across curriculum areas.	Numeracy catch up sessions for year 11 were introduced	AJO
<b>iii. High rates of absence</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Rationale</b>	<b>Review</b>	<b>Staff Accountability</b>
Attendance Plan for PPG students	To increase the average % attendance of PPG students from 52%	To ensure that students at risk of becoming PA are regularly monitored and have access to	Attendance fluctuated throughout the academy year but showed significant improvement from	NBO



	(current) each half term to 75% by HT4.	appropriate preventative support in order to reduce likelihood of attendance issues.	HT4 to HT5 the academy has now appointed an EWO	
<b>iv. SEMH needs which result in days lost through exclusion</b>				
Action	Intended Outcome	Rationale	Review	Staff Accountability
1:1 tutor programme & B4SL strategies (AIP: PDBWHT1)	To decrease days lost to fixed term exclusion from 4% (HT1 2017 18) to 2% (2017 to 2018 total)	To ensure that students with specific behaviour issues have additional support in order for pupils to develop positive strategies to cope and manage their emotional/behavioural issues.	New systems to monitor and log behaviour was introduced and exclusions increased in the last term along with the reporting of incidents. However the number of positive points awarded greatly increased and the Academy in focusing on positive behaviours in 2018/19	NBO
Develop a range of interventions(AIP: PDBW HT5)	Boxall Profile strategies and 5Ps to be identified on Pupil Passport and implemented by key staff	To ensure that students with SEMH difficulties have access to appropriate therapeutic support.	Systems continued to be used to inform teaching and best practice	NBO
<b>v. Attitudes to learning and poor engagement</b>				
Action	Intended Outcome	Rationale	Review	Staff Accountability
Develop outdoor learning curriculum including resources (AIP: LM4 LM5)	Improved student interpersonal skills and engagement: <ul style="list-style-type: none"> <li>• resilience,</li> <li>• ability to deal with changes</li> <li>• teamwork</li> <li>• communication</li> </ul>	To ensure that students who are at risk of complete disengagement from education have access to a range of experiential learning activities.	All students had the opportunity to engage in outdoor learning from visits to the gym, Stubbers, local park, local primary school	SLT/LWI
Positive Discipline systems & Individual Pupil Behaviour Plans (AI PDBW)	100% of identified PPG students have IPBPs, and learning points above academy averages.	To ensure that individual IPBPs have a positive impact on behaviour and learning	Olive character points introduced in the Spring term, number awarded improved steadily across the remaining year	NBO
Tutor programme reviewed to incorporate	Negative behaviour incidents in the identified	To ensure that students with SEMH difficulties have access	Coaching system and Olive Character Points implemented	NBO



Student Awards, Review of Progress Data, Thought for the Week and SMSC (AIP PDBW)	group falling in line with all other pupils.	to appropriate therapeutic support.		
Review of curriculum across all pathways to identify progress for all groups of pupils (AIP QTLA)	Opportunities for all PPG disengaged pupils to access curriculum opportunities, in line with all pupils	To ensure that an appropriate plan is in place for all pupils to attend and make progress.	Creative media, business studies and outdoor learning lessons introduced to help engage learners	SLT
<b>vi. Limited cultural capital</b>				
Action	Intended Outcome	Rationale	Review	Staff Accountability
SMSC audit identifies areas for improvement.	Improved termly Boxall scores.	To improve students' social skills and understanding, resilience for learning and personal confidence.	Academy days, creative media, business studies and outdoor learning lessons introduced to help engage learners	NBO