

# Pupil premium strategy statement: Olive AP Academy – Thurrock (OA-Th)



Olive AP Academy  
THURROCK

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 2023/24

Detail	Data
School name	Olive AP Academy - Thurrock
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	31 pupils 42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/24
Date this statement was published	Updated December 2023
Date on which it will be reviewed	Twice yearly
Statement authorised by	Collette Hunnisett, Exec.Headteacher
Pupil premium lead	Joshua Law Deputy Headteacher
AAB member lead	Huw Derrick, Chair

## Funding overview figures 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£35460
Recovery premium funding allocation this academic year	£18080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£53540</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## 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 students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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, individual needs and local context, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students achieve a broad range of outcomes. To ensure they are effective we will:

- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve
- use interventions that best support the individual needs of the student

### Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged students 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 students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students. This trend is most recognisable in maths and English outcomes.

2	<p>Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have language comprehension difficulties and more limited vocabulary compared to non-disadvantaged students in our school.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by the COVID-19 pandemic and partial school closures to a greater extent than for other students. Students have faced bereavement and illness, heightened anxiety with regards to leaving the home, attachment concerns and been involved in anti-social behaviour which was exacerbated by facilities closing during lockdown.</p> <p>On students return to school significant knowledge gaps have been reported, resulting in students falling further behind age-related expectations, especially in maths and English and more broadly. This is still impacting on students since their return to full-time on-site education. Support for mental health needs along with academic success is ongoing.</p>
4	<p>Students at OA-Th already have SEMH challenges, these are exacerbated for disadvantaged students. Overall levels of deprivation in Thurrock are lower than the national average, but some areas of Thurrock are among the 20% most deprived in England.</p> <p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for many students, 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/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p>

5	<p>Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.</p> <p>OA-Th’s student charter enables students to have enrichment activities throughout the school year and their time with us. Ranging from trips and visits to London, theatre visits, visiting speakers, outdoor learning, virtual opportunities, visits to local businesses, work experience, overnight experiences and theme park rewards all adding to the cultural capital of the school.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been on average 8% lower than for non-disadvantaged students.</p> <p>Most students arrive at OA-Th with poor attendance history and the academy works hard to turn this round to a more positive picture.</p> <p>Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal life skills, e.g., independent travel, telling the time, learning to cook and budgeting. Transition back into mainstream can be a challenge – students need support with building confidence, mentoring, follow up support when they are back at mainstream school to stay on track and make it a success.</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan (2023/24)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	<p>By the end of our current plan in 2023/24, 100% of disadvantaged students will gain a maths and English qualification and increasing year on year the number that gain GCSEs in these subjects.</p> <p>An increase in the number of disadvantaged students entered for GCSE subjects. For those that are entered, results show that disadvantaged students perform in line with that of their peers</p>
Improved reading comprehension among disadvantaged students across KS3 & KS4.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this

	<p>improvement through engagement in lessons and book scrutiny.</p> <p>Disadvantaged students and other students will perform in line with each other by 2023/24</p>
Improved metacognitive and self-regulatory skills among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2023/24 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 students.</li> <li>• Further interventions are sort in line with the needs of students.</li> </ul>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 30%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 3%.</li> </ul>

## Activity in this academic year 2023-24

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training opportunities for staff including SEND.</i>	Students consistently come to OA-Th with additional learning needs. The academy endeavours to support all learners finding ways to improve engagement and attendance.	Training opportunities linked to challenge numbers 1-6

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

Budgeted cost: £ 18,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one English tutoring</i>	Students at GCSE level often need targeted support for reach their predicted grade. Students affected by COVID-19 who are experiencing SEMH difficulties often need home visits and one to one support to access the English curriculum.	1, 2 & 3
<i>One to one maths tutoring</i>	Pupils at GCSE level often need targeted support to reach their predicted grade. Students affected by COVID-19 who are experiencing SEMH difficulties often need home visits and one to one support to access the maths curriculum	1, 2 & 3
<i>Access to alternative provisions</i>	Some students need alternative provisions to access mechanics and trades, thus supporting students on their onward journey into college, apprenticeships and work.	1, 2, 3 & 5

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

Budgeted cost: £ 25,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Therapeutic intervention Counselling</i>	Most OA-Th students access counselling during their time in the academy.	4, 5 & 6
<i>Therapeutic intervention Music</i>	Students have access to a music therapist who regularly works with KS3 and KS4, using music to calm and sooth, helping students positively express emotions, giving them a non-confrontational space to discuss issues they are facing.	4, 5 & 6
<i>Therapeutic intervention Learning Mentoring</i>	Students have access to a learning mentor who uses sport to engage students and help them understand the value and importance of school.	4, 5 & 6
<i>Therapeutic intervention Outdoor learning</i>	Students can work outside of the classroom and off site. Working on teambuilding, self-esteem and communication skills.	4, 5 & 6
<i>Therapeutic intervention Ad-hoc</i>	Our students are all different, some students require one off /on-going interventions that are outside of the normal academy offer, the correct services are sort to provide the relevant help and support.	4, 5 & 6

**Total budgeted cost: £ 53540**

## 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 2022-23 academic year.

- We continue to see a 0% NEET trend in our outgoing year 11s for 22/23.
- 15PPG former year 11's have progressed onto post 16 courses Employment or training and are 100% EET.
- We continue to provide support for these pupils to ensure they remain EET and are working with our Local Authority Careers team to ensure robust tracking is in place.
- 100% of PPG Year 11 pupils gained a Level 2 Functional Skills in English.
- 93% of PPG Year 11 pupils gained a Level 2 Functional Skills in Maths.
- We continue to build upon and improve our curriculum offer, the quality assurance process ensures that it meets the needs of every pupil particularly those who are disadvantaged.
- We have reviewed our offer of 1-2-1 support in English and Maths and based on the above data we are confident that providing this level of support for pupils with SEMH shows clear impact within attainment.
- We see the value in functional skills qualifications for pupils struggling to achieve in GCSE exams, and this provides another layer of qualifications for them to progress to post 16 study successfully without resitting English and Maths.
- Our whole school PSHE/RSE programme has gone from strength to strength, we are continuing to build on our positive relationship with external guest speakers and professionals. Our strong careers unit and the development of a robust work experience programme has ensured that our PPG pupils are equipped with aspirations and skills to progress independently post 16.
- We received an Anchored Schools Gold award during an external safeguarding audit whereby we were able to evidence the strengths of our PSHE/RSE curriculum at meeting the needs of disadvantaged pupils.
- 100% of PPG pupils engage with our therapeutic offer of counselling.
- 100% of PPG pupils engage with therapeutic music lessons.

We continue to offer a wide range of therapeutic offers using our curriculum areas as interventions for struggling disadvantaged pupils, inclusive of those with SEMH needs. These interventions continue to bolster the support for pupils wishing to pursue the below subject areas post 16:

- Construction
- Hair and beauty
- Oracy skills and communication

We continue to work in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND needs to familiarise themselves with the college environment and gain some experience of college life and study.



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**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*

<b>Programme</b>	<b>Provider</b>
IDL	International Dyslexia Learning Solutions