

## Pupil Premium Strategy Statement: OA Thurrock (OA-Th)

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 2025/26

Detail	Data
School name	OA - Thurrock
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	Updated November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anna Timms
Pupil premium lead	Emma Carlisle Assistant Headteacher SENDCo
AAB member lead	Huw Derrick, Chair

### Funding overview figures 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£32,872
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,872</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 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 and targeted support 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.
2	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.
3	Students at OA-Th already have SEMH challenges, these are exacerbated for disadvantaged students. Thurrock's overall deprivation is slightly higher than the national average, according to recent census data showing 54.3% of households in Thurrock were deprived in at least one dimension compared to the England and Wales average

	<p>of 51.7%. However, there is significant variation within the borough; some areas are among the 10% most deprived in the country (particularly in parts of Tilbury and Grays), while other parts are among the least deprived.</p> <p>Our assessments (including wellbeing survey), observations and discussions with students and families have identified social and emotional issues for all students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p>
4	<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, vocational courses, overnight experiences and theme park rewards all adding to the cultural capital of the school.</p>
5	<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. Most students arrive at OA-Th with poor attendance history; the academy works hard to turn this round to a more positive picture.</p>
6	<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.</p> <p>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>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of the first year of our current three-year strategy plan (2025/26)**, 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 2025/26, 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>
Students in receipt of PPG will increase their vocational qualification attainment, enabling more students to successfully complete high-quality	There will be an increased number of PPG students achieving pass/merit/distinction outcomes in vocational subjects. The gap between PPG and non-PPG students achieving vocational qualifications will narrow.

<p>vocational pathways and achieve recognised qualifications that open sustained access into relevant post-16 education, apprenticeships and employment.</p>	
<p>Improved reading comprehension among disadvantaged students across KS3 &amp; KS4.</p>	<p>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 improvement through engagement in lessons and book scrutiny.</p> <p>Disadvantaged students and other students will perform in line with each other by 2025/26</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Increased positive responses in student wellbeing surveys, with disadvantaged pupils' scores improving in line with or exceeding the cohort average</p> <p>Reduction in persistent absence and increased participation in lessons, enrichment activities, and school events.</p> <p>Fewer behavioural referrals, incidents, and exclusions, with improved emotional regulation for disadvantaged pupils.</p> <p>Timely access to pastoral and SEMH support, with measurable improvements in outcomes for targeted students.</p> <p>Staff report increased student resilience, engagement, confidence, and stronger relational trust between staff and pupils.</p>
<p>To achieve and sustain improved attendance and engagement for all students, particularly our disadvantaged students.</p>	<p>Overall student absence will remain below 30%, while closing the attendance gap between disadvantaged pupils and their non-disadvantaged peers by at least 3%, supporting improved engagement, progress, and attainment across the curriculum.</p>

<p>Students in receipt of PPG will actively engage in the wider community, developing social responsibility, independence, and employability skills.</p>	<p>Through observations and discussions with pupils and their families. Evidence of strengthened social networks and sense of belonging for disadvantaged pupils</p>
<p>Disadvantaged pupils will be better prepared for career progression and post-16 pathways through structured mentoring, meaningful work experience, and targeted enrichment opportunities.</p>	<p>Success will be measured by increased participation of PPG students in mentoring programmes, work placements, and enrichment activities, alongside improvements in confidence and communication skills. Positive feedback from mentors, employers, and placement providers will indicate engagement and skill development. Additionally, a higher proportion of PPG students will progress into sustained post-16 education, apprenticeships, or employment pathways, with evidence showing a narrowing of progression gaps between disadvantaged and non-disadvantaged pupils</p>

## Activity in this academic year 2025-26

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: £ 2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training opportunities for staff including SEND.	Observations; lesson observations, book looks and student engagement.	Training opportunities linked to challenge numbers 1-6

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and reading targeted support	Explicit teaching of comprehension and vocabulary can improve reading skills by +6 months on average. Literacy is a strong predictor of attainment in all subjects. (EEF, 2021)	1&2
One to one maths & English tutoring	Evidence shows that targeted small group and 1:1 tuition can add +4 months progress on average for disadvantaged pupils. Tailoring support to student starting points accelerates learning and narrows attainment gaps. (EEF, 2021)	1&2
Career mentoring, work experience, enterprise activities	Structured career education and work experience increase employability skills, confidence, and progression into post-16 education or apprenticeships. Disadvantaged pupils benefit disproportionately from these interventions. (EEF, 2021)	1&4
Parental engagement initiatives	Evidence indicates that parental involvement in learning and school life improves student motivation, attendance, and outcomes, especially for disadvantaged pupils. (EEF, 2021)	1-6

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

Budgeted cost: £ 18,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling / SEMH support & pastoral mentoring	The EEF state, interventions have an average impact of over 4 months progress and improve resilience, wellbeing, and engagement, particularly for disadvantaged pupils. (EEF, 2021)	3-6
Therapeutic Thinking embedded in classrooms	Evidence from AP and SEMH-focused schools shows that relational and trauma-informed approaches reduce behavioural incidents, increase engagement, and improve learning outcomes.	3-6
Therapeutic intervention Learning Mentoring	Targeted wellbeing interventions can reduce anxiety and improve engagement and academic progress, supporting disadvantaged students' attainment.	3-6
Therapeutic intervention Outdoor learning	Students can work outside of the classroom and off site. Working on teambuilding, self-esteem and communication skills.	4
Therapeutic intervention Ad-hoc	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.	3
Development of sensory room for regulated learning and emotional support	Provides a safe, regulated environment for students with SEMH needs, particularly disadvantaged pupils who may have heightened anxiety or trauma-related responses. Evidence from AP and SEMH-focused settings shows sensory spaces improve emotional regulation and engagement.	3
Targeted attendance mentoring & support	Targeted interventions, mentoring, and parental engagement improve attendance and reduce persistent absence, which directly correlates with attainment. (DfE, 2023)	5
Funded trips, enrichment, theatre, work experience, vocational tasters	Participation in high-quality cultural experiences improves aspiration, engagement, and motivation, which are strong predictors of academic attainment, especially for disadvantaged students. (EEF, 2021)	4&6

**Total budgeted cost: £ 32,872**

## 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 2024-25 academic year.

- We continue to see a 0% NEET trend in our outgoing year 11s for 24/25.
- 18 PPG (50%) former year 11s 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 NEET and are working with our Local Authority Careers team to ensure robust tracking is in place.

Former year 11 PPG students gained the following qualifications:

- 92% of PPG year 11s gained at least grade 1 in GCSE English
- 58% of PPG year 11s gained at least grade 1 in GCSE Maths
- 25% of PPG year 11s achieved Level 2 Functional Skills in English
- 75% of PPG year 11 students achieved entry level English
- 42% of PPG year 11 students achieved entry level Maths
- 67% of PPG students gained at least a pass in GCSE science
- 97% of PPG students gained at least a pass in entry level science
- 58% of PPG year 11s achieved level 1 BTEC in Home Cooking Skills
- 16% of PPG year 11s achieved a merit in BTEC hair and beauty
- 8% of PPG year 11s achieved a distinction in BTEC business

  

- 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.
- Universal offer of the Therapeutic Thinking model started to develop with whole school training
- 100% of PPG pupils engage with our therapeutic offer of counselling.
- 100% of PPG pupils engage with therapeutic music lessons.
- There was an increase of 5% attendance for PPG students
- HT1 in 2024, there were 19 suspensions and 574 incidents. During HT1 2025, there have been 10 suspensions and 381 incidents; a reduction of 9 suspensions and 193 incidents. The drop in the number of suspensions and incidents is a direct result of the implementation of the Therapeutic Thinking model.

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

- Business
- Home cooking

In order to meet the needs of all our students, the following off-site provision is in place:

- BTEC hair and beauty
- Rally sport
- Childcare
- Circles Farm
- WEX
- Uturnships
- Multi-media
- Team sport Karting

2 members of staff have completed the Lego therapy training, and 1 member of staff is due to start the ELSA training in December 2026

## 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
IDL	International Dyslexia Learning Solutions
Testwise	GL Assessments
SNAP Assessment Tool	Hodder