Pupil Premium Strategy 2018-19

Our commitment to disadvantaged young people

Review of Expenditure 2018-19

Action	Intended Outcome	Estimated impact	Lessons learnt
i. Quality first teaching			
Raising Achievement Plan (RAP) for PPG pupils.	Students achieve in line with or better than their peers	Students performance will be measured across the school year and interventions put in place to ensure progress in made	RAP reviewed half termly – needs time allocated for further analysis and action planning with SLT. Report back on PPG students who have been with the academy for the whole year to show progress and then on PPG students who join later. A more detailed system to ascertain levels from student on PIP's mix economy is needed
1:1 Tuition The Old Court House Tutoring	Improved engagement in learning activities evidenced by improved Olive AP Academy character points Lessons are graded Red, Amber, Green for student's engagement Improved attendance pupils achieving academy attendance targets Increased preparedness of year 11s for their exams	Student's hours in education will increase. Students percentage attendance will increase Students English and maths levels will rise	5 students have received one to one tutoring. These are 5 of our hardest to reach students. One student gained an EHCP and his tutoring was carried out by borough SEND. Student is awaiting a transfer of school. Poor attendance has meant that students have not always accessed this well. One student is now off roll, 4 students have been CME in the school year. Quicker reviews of student's access to this are needed to target this with students who will gain the most from it.

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ii. Limited literacy and communication skills			
Action	Intended Outcome	Estimated impact	Lessons learnt
Online literacy Intervention Programme: Lexia	Improved engagement with literacy activities Improved reading ages for students engaged in the programme	Reading ages will increase	11 students have accessed Lexia across the school year. The average age rise in reading for these students was 2.02 years. This is in line with predictions for students using this tool. More students should have access to reading intervention 2019/20.
Edlounge	Students engage in learning, attendance improves	Reading ages will increase Students accessing learning via the library will have greater access to subjects Quality of provision on offer one to one via not specialist staff will increase	EdLounge continues to be used to support the education for students in the bridge and those educated off site. 10 students had access to Edloundge across the year. There is a need to ensure greater number of students are accessing it in the most effective way. Including supplementing the education of medical needs students. Average increase in reading age is 2.02 years. Students have accessed the following subjects - maths, English, science, history and geography. Broader guidance from pathway leads needed for associate tutors on what subjects/topics students should be covering.
iii. High rate of absence			
Action	Intended Outcome	Estimated impact	Lessons learnt
Attendance Plan for PPG students Academy Attendance Officer	Improved attendance figures evidenced by half termly data. To ensure attendance can be monitored throughout the school year	Careful monitoring and work with EWO will show improvement in attendance or highlight a need for intervention.	Out of 17 students eligible for PPG who were at the academy all year, 10 had better or comparable attendance across the year. 7 students had a decline in attendance.

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			Of those 7, 2 gained EHCP and more appropriate placements are being identified. A further 2 had a drop in attendance in term 2 but this rose again in term 3.
Provision of breakfast club for all PP students	Improved attendance and punctuality of PP students. Improved attainment of PP students	Breakfast club is well used and ensures that pupils are ready to learn.	Provision of break time snacks and lunches encourage better and more settled learning amongst students PPG students have recorded fewer incidents than their peers 762 vs 1558
Hardship fund	To prevent absence from school through economic or emotional difficulties	OA-Th has provided uniform, access to trips, food and food vouchers for families recognised by staff as being in need. Has enabled students to fully engage with all academy opportunities.	Provision of support to families in need has built positive relationship between staff and parents. Examples of expenditure are; School uniform Educational trips Holiday food vouchers
iv.	SEMH needs which result in days lost through exclusion		
Action	Intended Outcome	Estimated impact	Lessons learnt
1:1 Behaviour Management Support (Behaviour Lead) (AIP: PDBW4)	To decrease days lost to fixed term exclusion To ensure that students with specific behaviour issues have access to support from a specialist behaviour mentors in order for pupils to develop positive strategies to cope and manage their SEMH needs	Careful monitoring will result in a reduced amount of incidents, and exclusions. When students are causing concern interventions will be put in place, PIP's, One to One tuition etc	PPG student record few incidents than their peers 762 vs 1558 PPG students have had less recorded exclusions than their peers. There has been a drop in fixed term exclusions since the previous year 2017/18.
1:1 tuition	To ensure that pupils who are at risk of complete disengagement from education are provided with	Students will re integrate into the main academy body. Hours will increase over time.	• 5 students have accessed 1:1 Tuition, Bridge • 1 gained an EHCP and will be moving schools in September

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	1:1 focused educational provision specific to their learning needs. The Bridge – 1:1 supportive environment for those students who are finding it hard to engage with their timetable.		• 4 are on varied stages of returning to mainstream education • Educational Psychologist support to students who have ready to return to mainstream education • Emotional health and mental wellbeing support for students when transitioning to mainstream education
v.	Resilience and personal confidence		
Action	Intended Outcome	Estimated impact	Lessons learnt
Work experience	Year 10 and 11 students access work experience, attendance improves	• Students attendance will rise • Resilience will grow • Students aspirations will rise • Students will become better informed for college applications	• 4 students accessed work experience • Placements are often difficult to find • Work experience coordinator has suggested rotating placements so that students gain multiple experiences
Circles Farm	Re-engage hard to reach students with their learning, attendance improves	• Students attendance will rise • Resilience will grow • Students aspirations will rise • Students will become better informed for college applications	• 8 students accessed Circles Farm • Places should be filled as soon as one becomes available • Taster days for students before they start • AHT Teaching and learning to gather data at least every half term, including Maths and English levels