



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.

School overview 2022/23

Detail	Data
School name	Olive AP Academy - Suffolk
Number of pupils in school	2021/22 - 62 On roll Dec 2022 - 15
Proportion (%) of pupil premium eligible pupils	Currently (Dec 2022) 13/15 = 86.7% Dec 2021 43/62 = 69.4%
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 2022
Date on which it will be reviewed	Twice yearly
Statement authorised by	Alastair Burnett
Pupil premium lead	Ellen Watson, Deputy Headteacher & SENDCo
AAB member lead	Kevin McDonnell

Funding overview

Detail (2021/22)	Amount
Pupil premium funding received last academic year	£28,787.62 Pupil Premium Grant £18,155 Dual placement PPG
Recovery premium funding received last academic year	£6,633.75 Recovery Premium
Pupil premium funding carried forward from previous years	£0

Total budget for last academic year	Total £53,576.37
Detail (2022/23)	Amount
Pupil premium funding allocation this academic year (DfE)	£23,978
Recovery premium funding allocation this year	£18,080
Estimated PPG to be recovered from schools – NB <i>in some cases additional PPG funding will be transferred from mainstream schools when a pupil moves to OA-NV – this is collected during the year and contributes to the PPG strategy delivery above and beyond the outline here.</i>	£10,646
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£52,704

Part A: Pupil premium strategy plan

Statement of intent

At Olive AP Academy – Suffolk (OA-Sf), our aim is to transform the lives of children and young people for whom traditional teaching methods have not worked. At OA-Sf we hold 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, we need to identify all barriers to their achievement and attainment, with more than half of our pupils being in receipt of the pupil premium grant it is an area we need to focus on.

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, all challenges listed below have been further exacerbated due to COVID-19 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 are 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	Although percentage attendance for PP pupils is currently higher than non-PP, attendance needs to improve generally for all pupils.
2	Children are not working at an age-related standard as a result of 'loss of learning' and the existing difference in attainment and have conceptual gaps or misconceptions.

3	Pupils being 'ready to learn' in class, this is mostly related to their emotional/mental health and wellbeing.
4	Some pupils have low self-efficacy which affected their ability to engage in learning and celebrate their successes.
5	Some pupils may have limited speech and language skills, with most being related to vocabulary and comprehension, which can impact upon learning and access to curriculum.
6	Level of cultural capital is variable (access to books, life experiences, knowledge and skills that can improve life chances).
7	For some pupils, parental engagement with school, perceptions of education and value placed upon learning and achievement.

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.

Ch-No.	Intended outcome	Success criteria
1	Improved attendance for all pupils including the pupil premium group.	<ul style="list-style-type: none"> * Improved provision for complex pupils leading to a reduced number of pupils on PIPs and fixed term exclusions * Increased attendance overall and reduced numbers of PA
2	Improved quality of teaching and learning overall for all pupils including the pupil premium group.	<ul style="list-style-type: none"> * Development of curriculum to meet individual needs leads to improved outcomes. * The gap between PP and non-PP in English and Maths has been reduced. * Improved engagement and behaviour.
2	Pupils in receipt of PP will have achievement in line or above their peers who are not.	<ul style="list-style-type: none"> * Some pupils who participating in end of key stage 2 SATs, in particular those planned to transition back to a mainstream setting * Increased levels of pupils in KS3 achieving functional skills qualifications in English and Maths. Increased levels of accreditation achieved at KS4 including an increase in the number of disadvantaged pupils entered for GCSE subjects
2 & 5	Pupils have regular opportunities to develop oracy skills (with a focus on listening and	<ul style="list-style-type: none"> * Increased confidence and engagement in group discussions * Improved use of vocabulary in both formal and informal contexts

	responding appropriately in discussions).	<ul style="list-style-type: none"> * Evidence of their knowledge and learning in pupils' discussions as well as their writing * Identified pupils accessing speech and language therapy support make progress leading to better learning and EHCP outcomes * Pupils' language comprehension shows a reduction in the gap in outcomes between disadvantaged pupils and their peers
2	Pupils have access to high quality phonics and reading interventions.	<ul style="list-style-type: none"> * Pupils use phonics for encoding and decoding in their reading and learning * Pupils who are identified for phonics interventions move through the phases of development to enable them to be a confident reader * Pupils have phonics skills that support fluency * Pupils have reading skills that support comprehension
3	Develop metacognitive and self-regulatory skills (Zones of regulation) among pupils.	<ul style="list-style-type: none"> * Pupils can talk about their 'Zone' of regulation following The ZONES of REGULATION https://www.zonesofregulation.com/index.html * Pupils understand how best they learn through learning about metacognition strategies and this impacts on their level of engagement and achievement
3	Pupils are 'ready to learn'	<ul style="list-style-type: none"> * Increased levels of engagement, fewer behaviour incidents and more character points * Achievement of pupils increases to reduce the PP and non-PP gap
3	Access and signposting to the appropriate service to support with emotional/mental health and wellbeing support - DSL team referring to outside support when appropriate	<ul style="list-style-type: none"> * Interventions lead to increased engagement and readiness for learning * Pupils supported by the two LSAs who have completed the ELSA training (Emotional Literacy Support Assistant https://www.elsanetwork.org/) as well as the counsellor have improved wellbeing which leads to better engagement and learning outcomes
3	Develop strong relationships with peers and adults to support social skills and wellbeing	<ul style="list-style-type: none"> * Pupils develop positive relationships with a range of adults, leading to better engagement and fewer behaviour incidents * Pupils are able to participate in shared, group activities and interact with peers in an appropriate manner
4	KS3/4 pupils are able to discuss next steps for transition to mainstream or post-16 setting and	<ul style="list-style-type: none"> * Pupil accessing higher or further education is the same percentage for PP as non-PP * Low NEET number

	what they need to get there	* Pupils identified for reintegration back to mainstream are successful
6	To plan opportunities for pupils to access experiences beyond their immediate environment, including accessing outside learning and texts.	<ul style="list-style-type: none"> * Pupils widen their knowledge of their local area and begin to develop their resilience and tolerance of others * Pupils access information and experiences which develop their independence and self-efficacy * Pupils are aware of a larger number of post-16 and life choices which lead to improved careers outcomes
7	Opportunities for families to be part of pupils learning and wider school activities.	<ul style="list-style-type: none"> * Calendar to set out opportunities for families * Family meetings to discuss pupils learning and progress * Family events, including inviting families in to share in food cooked in our kitchen * Regulars calls to families

Activity in this academic year – 2022/23

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

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for staff, with additional training in interventions Twinkl subscription £305	Twinkl DfE Validated Scheme https://www.twinkl.co.uk/resources/twinkl-phonics/level-2-twinkl-phonics Sound Discovery https://www.syntheticphonics.net/sound-discovery.php	2
Metacognition CPD for staff £1,500	Metacognition EEF Metacognition and self-regulated learning.pdf (educationendowmentfoundation.org.uk)	3, 4
Audit and review Maths resources and related training £1500	Numicon https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/	3, 6
Audit and review Science resources £1000		3, 6

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

Budgeted cost: £ 6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading scheme books to support phonics scheme £1,000	As above.	2

LSA for intervention focused on PP pupils £4,500	Interventions taken for academy's Support, Intervention and Assessment Menus	2, 3, 4, 5,
Speech and Language in house Assessment £900	Language Link, speech and language assessments https://speechandlanguage.info/	2, 5

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

Budgeted cost: £32,213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling sessions - Integrative approach (one of their two days a week) £9,163	Integrative Counselling and Psychotherapy • Counselling Tutor	3, 4
Jigsaw resources and scheme of work £1,500	http://www.jigsawpshe.com/research-does-jigsaw-work-for-children/	3, 4
ELSA (Emotional Literacy Support Assistant) on going training for two members of staff £700	https://www.elsa-support.co.uk/	3, 4
PE Coach (one of their three days a week) £5,850		3, 4
Experiences outside the academy to develop social skills, independence and resilience, for example, Forest Schools and Wood Monkeys (mentoring through) £15,000		6

Total budgeted cost: £ 42,918

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 **2021 - 2022 academic year**.

<p>On review of the key challenges to achievements at OS-Sf they remain the same, the academy's overall Pupil Premium Strategy remains on track.</p> <p>During the last year we have developed the academy's curriculum offer and experiences. This had increase engagement, learning and behaviour with positive outcomes to the pupils personalised targets and EHCP outcomes. We have continued to develop this offer focus; all pupils have clear pathways to qualification and Post-16 destinations.</p> <p>As of December 2022, 87.5% (14/16) of the Year 11 cohort are in education, training or work. We continue to try to work with the two NEET pupils and their families to get them into training or work.</p>

Pupil premium strategy – 2021/22 expenditure and activity outcomes.

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,950

Activity	Outcome of intervention	Challenge number(s) addressed
Phonics training for staff, with additional training in interventions such as Sound Discovery Budgeted £2,000 Actual £305	Phonics training and approaches delivered through Twinkl DfE Validated Scheme	2
Reading advisor to develop curriculum and staff CPD Budgeted £3,000 Actual £300	Reading advisor commissioned to support academy's Literacy Lead and coach on the reading strategy and implementation	2
Zones of regulation training Budgeted £450	Completed and this practice feeds into the whole academy's behaviour policy. We are also supporting	3, 4

Actual £450	other schools with this approach through the outreach support	
Metacognition CPD for staff Budgeted £1,500 Actual £0	Rolled over to 2022/23	3, 4

Cost of input: £1,055

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

Budgeted cost: £15,500

Activity	Outcome of intervention	Challenge number(s) addressed
Reading scheme books to support phonics scheme Budgeted £1,000 Actual £1,000	Reading scheme 'All Aboard' books and resources purchased and being used across the Academy, this approach links with the DfE Twinkl Validated Scheme	2
Oracy Voice 21 CPD Budgeted £1,000 Actual £0	Oracy training delivered in house by AHT for Curriculum and Assessment	2, 4
Speech and Language Therapist to support with assessments and interventions Budgeted £9,000 Actual £4,340	Speech and Language Therapist completed work and assessment for pupils with EHCP needing specialist setting. Next year this assessment and provision has been replaced with Language Link https://speechandlanguage.info/	2, 5
Inclusion Lead 1:1 intervention for PP pupils Budgeted £4,500 Actual £1,282.50	These interventions focused on PSHE, reading and Zones of Regulation.	2, 3, 4, 5,

Cost of input: £6,622.50

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

Budgeted cost: £ 38,900

Activity	Outcome of intervention	Challenge number(s) addressed
Counselling sessions twice a week (integrative approach) Budget £10,000 Actual £10,000	Pupils can discuss their barriers to positive SEMH where ELSA and Zones of Regulation are not enough	3, 4
Jigsaw resources and scheme of work Budgeted £1,500 Actual £580.49	OA-Sf has an PSHE/RSE curriculum that ensures all the statutory objectives are met and that can then be contextualised and be made bespoke for our pupils needs, especially relating to safeguarding issues or concerns	3, 4
ELSA (Emotional Literacy Support Assistant) training for two members of staff Budgeted £700 Actual £700	The ELSA approach has been made the bases of our Behaviour policy and procedures	3, 4
PE Coach (twice times a week) Budgeted £11,700 Actual £11,700	Mentoring through PE sessions, 1:1 and small groups, as well as covering some part time timetable	3, 4
Experiences outside the academy to develop social skills, independence and resilience, for example Wild Play (Forest Schools) and Wood Monkeys (mentoring through) Budgeted £15,000 Actual £39,784	Pupils were able to engage with learning and positive risk taking to develop self-efficacy, self-esteem and confidence. These then had a positive impact on attendance and learning outcomes 1:1 off site AP was also needed for some pupils in receipt of PPG due to awaiting specialist settings	6

Cost of input: £62,764.49

Total budgeted cost: £61,350

Total spent: £65,101.99

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
Motional (mental health and wellbeing online)	
Earwig Academic	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A