

Pupil premium strategy and review statement: Olive AP Academy - Suffolk

School overview

Metric	Data
School name	Olive AP Academy - Suffolk
Pupils in school	61
Proportion of disadvantaged pupils	74% (45 students)
Pupil premium allocation this academic year	£55,830.
Academic year or years covered by statement	2019/20
Publish date	November 2019
Review date	October 2020
Statement authorised by	Helen Fortes
Pupil premium lead	Joe Riches
AAB link member	Kevin McDonnell

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.2 (compared to AP national average)
English GCSE entries	84%
Maths GCSE entries	84%
Science GCSE entries	63%
Attainment 8	5.9
Percentage of Grade 4+ in English and maths	0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To reduce the gap between our Progress 8 outcomes and the all school national average	September 2020
Attainment 8	To broaden the range of subject choices to improve the number of qualifications (GCSE and alternatives) gained by pupils.	September 2020
Percentage of Grade 4+ in English and maths	Achieve in line with English and Maths 4+ average scores for similar provisions	September 2020
Other	Improve attendance to 70% or above in line with academies overall target for all students	September 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve and develop the quality of curriculum offer to improve engagement of pupils. Ensure that all staff, pupils, parents and carers, are clear about the intent of our curriculum and that pupils can describe the learning journey they are taking and explain why.
Priority 2	To ensure all staff involved in teaching are trained appropriately to teach using a wide range of differentiated strategies and have expertise in delivering successfully our academy's curriculum offer.
Barriers to learning these priorities address	Recruitment of staff who show the necessary resilience, ambition and determination to support our pupils to achieve
Projected spending	£20,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	A wider range of literacy interventions across all Key stages to be offered for low attaining disadvantaged pupils.
Priority 2	To provide access to a broader range of additional resources, support and interventions to help students better access the curriculum offer at our academy.
Barriers to learning these priorities address	Ensuring we have enough suitable resources that complement our curriculum offer. Managing staffing to meet the needs of interventions and support needed by our academy's changing cohort.
Projected spending	£15,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the extra-curricular opportunities for students such as work experience and access to apprenticeships at KS4.
Priority 2	Develop a holistic approach to the pastoral and academic systems within the academy through access to a broader range of wellbeing opportunities and activities for pupils.
Barriers to learning these priorities address	To better support pupils' wellbeing and engagement when in school and also to improve attendance.
Projected spending	£20,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff to find and access professional development	Use of INSET days and Twilight CPD sessions where possible and additional cover being provided as needed.
Targeted support	Ensure that we find and embed appropriate literacy intervention strategies for our students and that the staff charged with implementing them are given suitable time to lead and are trained accordingly.	Access to local SENCO forums to gain advice and information about the strategies used in schools we work with as well as developing a better more cohesive system.
Wider strategies	Finding enough suitable and engaging activities that will support our student population within a suitable proximity to the academy and having enough time to plan, risk assess and implement said activities.	Liaise with other schools and communities to help find and access appropriate activities.

Review: last year's aims and outcomes

Aim	Outcome
Quality of Teaching	
Enhance quality of teaching in relation to supporting learning and differentiation for disadvantaged pupils	While there was incremental progress in the Quality of Teaching observed throughout 2018/19, we did not meet the target set, that 80% of teaching should be proficient or better. Instead, the figure sat at 71%. This was due to a combination of unsuccessful permanent recruitment, too high a ratio of supply staff to permanent teaching staff and turnover of staff in key roles. CPD was delivered throughout the year to target improvements in quality first teaching, but this remains a focus for the academic year 2019/20, with recruitment and retention of good teachers being a key element required for its success.
Strengthen analysis of data and focus on disadvantaged pupils	GCSE Outcomes showed a negligible gap between PP and non-PP pupils and EHCP and non-EHCP pupils. Our Progress 8 figure was 0.2+ when compared to the National Average for AP, but we continue in 2019/20 to focus on reducing the gap between our outcomes and the National average for all schools. Refining the data collection and analysis processes in the academy, continues to be an area of continued focus for

	2019/20. The long-term absence of a key member of the senior team reduced the success in this area in 2018/19. We began to see improvement in this area in the Olive Health Check in December 2018, but this was not sustained.
Development of student council ensuring disadvantaged students are well represented	This was successfully established and included 12 pupil representatives, 8 of which were PP pupils (66.7%). Pupils had an influence on the development of the localised version of the Olive Character points reward chart. They were included in recruitment of new staff, through involvement in pupil panels, and they suggested a variety of improvements needed in the buildings and to the quality of teaching. Their views were heard and responded to by ELT.
Enhance literacy and communication skills	
Literacy interventions to improve reading ages	Some interventions have been introduced (e.g. Teach your Monster to Read), but not all staff are trained to deliver age-appropriate interventions. This has been identified as an area for continued improvement in the 2019/20 strategy.
Numeracy interventions to increase numeracy levels	Some interventions have been introduced, but not all staff are trained to deliver age-appropriate interventions. High staff turnover has inhibited improvements in this area. This has been identified as an area for continued improvement in the 2019/20 strategy.
Introduce repair and rebuild meetings to support pupils to develop positive relationships	Following two staff training in restorative practices, this approach has been taken regularly to support pupils to repair relationships with peers and with adults. This has been highly successful and reduced the need for exclusions
High rates of absence	
Increase attendance of disadvantaged pupils	Overall attendance for the academic year 2018/19 was 62.8% and 71.4% without outliers. For PP pupils, attendance was 61.2% and 67.2% without outliers. For non-PP pupils it was 66.7% and 70.7% without outliers. This was an improvement from 2017/18 where the overall attendance figure was 51.4% and the gap between PP and non-PP pupils was 8% without outliers. The overall attendance has improved by 11.4% and the gap has decreased between disadvantaged pupils and their peers, but attendance continues to be a focus for the Academy in 2019/20, with continued support from the Olive Education Welfare Officer, who is driving forward this priority with the support of the Executive Leadership Team.
SEMH needs resulting in days lost through exclusion	
Decrease incidents and exclusions through	There were 282 fixed-term exclusions in 2018/19 resulting in 346 days lost (92 pupils), compared to 386 fixed-term

behaviour management support	<p>exclusions in 2017/18 resulting in 353.5 (71 pupils). Therefore, despite pupil numbers increasing significantly in 2018/19, there was a decrease in exclusion numbers and days lost to exclusion in that academic year compared with the previous year.</p> <p>Of those pupils receiving exclusions; PP pupils gained 5 exclusions on average throughout the year, while non-PP pupils averaged 4.35 exclusions. The development of further strategies other than exclusion by the PDBA team in 2019/20 is a key priority.</p> <p>Behaviour incidents increased in the summer term following the increased pupil population, redistribution of pupils across the site in Stowmarket and closure of the Bury St Edmunds building. Improving behaviour for learning is a major focus for leaders across the Academy in 2019/20.</p>
Introduction of resilience doughnut to increase pupils' resilience and wellbeing	<p>This had a limited effect due to staff absence resulting in the lead missing a training event and postponing the launch of this approach.</p> <p>The therapeutic lead used this approach with some individuals, but wholesale launch is due to happen in the Autumn term 2019.</p>
Support emotional resilience through the introduction of therapeutic interventions	<p>Therapeutic lead worked 1-1 with a group of PP pupils predominantly in KS2. Their well-being was measured at the beginning and end of the intervention using the SDQ (Strengths and Development Questionnaire) and the Warwick or Stirling tests (depending on the age of the pupil).</p> <p>Improved wellbeing scores were shown in all cases and 4 of the 6 pupils successfully reintegrated into mainstream schools at the end of the summer term 2019. The two who remained at the Academy did so with parental agreement – one to join the KS3 MLD specialist group, the other to reintegrate next academic year into a secondary school, as two transitions was considered to be too unsettling. The therapeutic approaches were personalised to the interests of the individual pupils. This ranged from Lego therapy, draw and talk and the use of creative tasks and musical instruments.</p>
Poor resilience and personal confidence	
Develop outdoor learning curriculum to increase resilience and teamwork	<p>Greenlight trust continued to be effective in providing a broadened curriculum offer for KS3 pupils. This was particularly successful for one PP pupil, who experiences most success at this provision, which can be seen in a reduction of behavioural incidents on Fridays.</p>

	<p>Horse-riding is successful for KS2 pupils in providing therapeutic support and an opportunity to develop gross motor skills, resilience and core-strength.</p> <p>Outdoor learning was also included in all pupil's timetables for 2018/19, led by the PE and Outdoor learning instructor. This supported development of resilience through engagement in activities that were outside the pupils' comfort zones.</p>
<p>Support pupils with provision of uniform where needed</p>	<p>This has been an ongoing approach. We have replaced uniform that is worn out, gone out and bought school shoes, shirts and trousers, and always provide all pupils with their first set of branded uniform (blazer, tie and v-neck jumper)</p>