

Pupil premium strategy statement 2024 - 2027

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.

School overview

Detail	Data
School name	OCEAN ACADEMY
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-27
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Colleen Duggan
Pupil premium lead	Martin West
Governor / Trustee lead	David Herbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make expected or better progress from their starting points, regardless of any social, emotional or physical challenges they or their families may have. We want our pupils to not only perform well academically, but to also develop resilience and a strong sense of self so that they can achieve whether they are disadvantaged or not. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As EEF evidence suggests, high quality teaching has the greatest impact on effective learning and, at Ocean Academy, this fundamentally drives high expectations in reading, writing and maths as well as enriching the lives of our pupils through a broad and engaging foundation curriculum. We intend to widen cultural capital opportunities to give vulnerable and disadvantaged pupils opportunities that will help them succeed in life and will ensure that they are best prepared for their next steps in education and beyond.

We have adopted an individualised approach to addressing barriers to learning and emotional support and our strategy has been designed following robust and continual assessments of learning and of social and emotional needs and challenges. To ensure our approach is effective we will:

- adopt a whole academy approach so that all staff are responsible for pupil progress, specifically for the outcomes for disadvantaged pupils.*
- increase the IT equipment across the school and for pupils at home to ensure that all pupils have access to the full curriculum.*
- work beyond the classroom to ensure all pupils have their needs met , e.g. food parcels, home learning support.*
- ensure disadvantaged pupils are challenged and reach greater depth learning outcomes.*

Challenges

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

Challenge number	Detail of challenge
1	Complex educational needs: 27% of our 23/24 disadvantaged learners had SEND needs. Research and ongoing assessments over time outline the impact complex needs have on learning and the level of specific support required. The attainment gap for combined at end of Y6 sits at 31% between DUAL (PP%SEN pupils) vs non SEND and non disadvantaged pupils.
2	Economic difficulty: In 23/24, 85% of our disadvantaged learners received free school meals. Our observation and discussions with parents show that because of economic difficulty, these learners will have limited access to quality cultural capital, limited experiences and limited vocabulary, which in turn (as evidenced in assessments, pupil voice, observations and school paying for increased numbers of trips) shows limited achievement - particularly in reading and writing, where vocabulary and consistent practise of skills has not been readily available.
3	Emotional regulation and home factors: 23% of our disadvantaged learners in 23/24 had or are still having social care involvement or a Family Outreach Worker. Discussions with parents, children and when working with outside agencies has shown that families of vulnerable and disadvantaged learners have been impacted more negatively than non disadvantaged families. This has impacted pupils' readiness to learn and has stretched capacity for the school to meet needs. We have had to engage with further outside agencies to meet needs - EP support, SALT, Family Outreach etc. The levels of outside agency referrals has increased year on year, however the number of cases reaching the threshold has reduced and schools are being left to take on cases they perhaps would not have before.
4	Parental Engagement: The level of parental support to consolidate learning at home is lower for our disadvantaged learners. This is reflected in the attainment gap for reading, writing and maths at GD for disadvantaged learners.
5	Attendance: During the academic year 23/24 average attendance of our disadvantaged pupils was at 93% compared to 96% attendance of NPPG. Of the 36 persistent absences in the academic year 23/24, 69% of these were disadvantaged pupils. Through conversations with parents, pupil and parent anxiety (in combination with a decline in readily available services) has contributed to this figure.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure expected or better progress and attainment in reading, writing & maths for disadvantaged pupils.	<p>The vast majority of disadvantaged learners will meet or exceed their KS1 assessments at the end of KS2 in reading, writing and maths (data tracking available in school)</p> <p>The vast majority of PPG learners' progress scores will be in the positive range at the end of KS2 in reading, writing and maths</p> <p>KS2 outcomes in 24/25 show that around 80% of disadvantaged pupils met the expected standard</p> <p>Teachers and leaders will be able to articulate the processes in place for their PPG learners and the impact this has</p> <p>Bespoke and targeted interventions will be in place for PPG learners resulting in gaps diminishing</p>
To ensure expected or better progress and attainment in reading, writing & maths so more disadvantaged pupils reach greater depth.	<p>All greater depth disadvantaged learners will meet their KS1 assessments at the end of KS2 in reading, writing and maths (data tracking available in school)</p> <p>Clear tracking and targeting allows a number of PPG learners' to make accelerated progress from their KS1 results, moving from age-related to greater depth by the end of KS2</p> <p>Teachers and leaders will be able to articulate the processes in place for their PPG learners and the impact this has</p> <p>Bespoke and targeted interventions will be in place for PPG learners resulting in gaps between GD PPG and GD Non-PPG is diminishing</p>
To promote the social and emotional wellbeing of disadvantaged pupils to ensure they are ready to learn.	<p>Disadvantaged pupils will be socially secure, emotionally stable and able to regulate their emotions successfully so that they are ready to learn:</p> <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations will evidence this. ● Disadvantaged pupils will have significant access to learning opportunities of the full curriculum (including extracurricular and cultural capital opportunities). There will be a sustained high-level of participation in extracurricular activities and increased engagement in enrichment activities, specifically trips. ● Disadvantaged learners will have support from ELSA, the pastoral lead and SLT if and when needed to support their social and emotional wellbeing. Pupils will spend more time in class and less time needing interventions or bespoke support packages. ● Outside professionals will be utilised to ensure best outcomes for children and families. ● There is no significant difference between the recorded behaviour of disadvantaged learners and suspension is rare.
To raise and sustain improved attendance of disadvantaged pupils.	<p>Sustained high attendance from 24/25 shown by:</p> <ul style="list-style-type: none"> ● The attendance gap between disadvantaged and non-disadvantaged peers does not increase beyond 5% ● Persistently absent disadvantaged pupils' attendance improves over time

<p>To widen the world of disadvantaged pupils' cultural capital through experiencing a wider variety of cultural experiences.</p>	<p>Assessment, tracking and observations indicate significant improvement in the following:</p> <ul style="list-style-type: none"> Disadvantaged learners will have access to interventions to ensure they are prepared with the essential knowledge and basic skills in RWM to access the learning of the full curriculum Disadvantaged learners will be supported to access extra curricular opportunities, trips, visitors etc Disadvantaged learners will remain on track to achieve the expected standard or above in the foundation subjects (assessment tracker in school)
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Activity in this academic year

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

Teaching

Budgeted cost: **£22,149.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching CPD for staff:</p> <ol style="list-style-type: none"> Whole-staff training on metacognition strategies e.g. teachers modelling/talk out loud Whole-staff training on 'Conflict Resolution' to improve regulation strategies for pupils Teacher CPD on effective conferencing strategies and use of analysis to inform teaching CPD sessions for Year 3 teachers with members of SLT embedding phonics within the curriculum, including intervention and 1:1 sessions CPD sessions on the effectiveness of live marking and verbal feedback 	<p>Meta-Cognition: +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Social & Emotional Learning: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Pupil conferencing: 23/24 PP school leavers gained +14% in progress from KS1 to KS2.</p> <p>Feedback: +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>One to one tuition: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Oral language interventions: +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics: + 5 months</p>	<p>1 & 3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<p>Digital technology:</p> <ul style="list-style-type: none"> ● Chromebooks maintained to ensure that all pupils have access to a chromebook or ipad whenever needed to supplement or support class teaching ● TTRockstars used across the school to improve times tables. All children have a log in ● Various computer based programs have been signed up to, to enhance classroom teaching e.g. Boom Reader, Lexia, <i>Maths Whizz (LAC)</i>, Digi maps, Test base & PiXL ● PPG families have been and are provided with IT support 	<p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches</p> <p>They can motivate students to practise more</p> <p>Clear evidence that digital technology approaches are more beneficial for writing and mathematics practice</p>	1/2/3/4/5
<p>Phonics</p> <ul style="list-style-type: none"> ● Rapid Phonics & Rapid Read subscription continued ● More Rapid Phonics and Rapid Read books purchased ● Time given to teachers to regularly assess, group children and plan phonic sessions 	<p>Phonics: + 5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Assessment for learning</p> <ol style="list-style-type: none"> 1. Built it time for teachers to regularly analyse data, pupil books and pupil voice and adapt planning to accelerate progress of individuals and groups 	<p>Internal data analysis has shown improvements in specific areas following detailed QLA e.g. Character inference is no longer an area for development in reading for KS2</p>	1
<p>Wider Curriculum</p> <ol style="list-style-type: none"> 1. Time for the curriculum lead to meet with year group leads and subject leads to develop writing within the foundation subjects 2. Time for the curriculum lead to develop structures within history, geography and science focusing on quality and quantity of work and expectations of presentation 	<p>EEF 'Menu of approaches': evidence brief</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. <u>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development</u>, and the purposeful use of assessment.</p>	2

Targeted academic support

Budgeted cost: **£93,990.94**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attainment & Progress</p> <ol style="list-style-type: none"> Homework and times tables club run weekly by school staff New White Rose maths homework books purchased for all Weekly conferencing sessions run by the year lead or class teacher based on detailed question level analysis, book looks and pupil voice Daily time for teachers to deliver pre-teach sessions to groups and individuals based on assessment analysis Teacher-delivered multiplication practice weekly A TA in every classroom during maths, writing and reading lessons Targeted tutoring sessions for identified PPG children 	<p>Homework: +5 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</p> <ul style="list-style-type: none"> It is certainly the case that schools whose pupils do homework tend to be more successful There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment The quality of the task set appears to be more important than the quantity of work required from the pupil Parent engagement has high impact (T Hawes Optimal learning) <p>Small group teaching: +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition</p> <p>One to one tuition: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</p>	<p>1, 2, & 4</p>
<p>Oracy</p> <ol style="list-style-type: none"> SALT sessions for targeted individuals 1:1 reading sessions for specific pupils Lexia reading for targeted individuals Rapid Phonic intervention for pupils who did not meet the phonic screening check standard and are not yet age-related in reading 	<p>Oral language interventions: +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions</p> <p>One to one tuition: +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</p> <p>Phonics: + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/phonics</p>	<p>1</p>
<p>Emotional Support</p> <ol style="list-style-type: none"> Weekly ELSA support for targeted individuals 	<p>Social & Emotional Learning: +4 months</p>	<p>3 & 4</p>

<ol style="list-style-type: none"> 2. Daily mental health/wellbeing checks in and coaching sessions lead by our Mental Health and wellbeing team 3. Pastoral well-being check ins for pupils and parents as and when needed 4. Puffins groups focusing on social skills within the context of academic lessons weekly when needed 5. SLT presence on the gate each morning and afternoon to liaise with and support parents and pupils 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
<p>Attendance</p> <ol style="list-style-type: none"> 1. Fast Track for pupils identified as persistently absent 2. Joined up approach, analysing behaviour, safeguarding concerns and attendance of individuals and action planning to support and make a change for individuals during fortnightly 'Safeguarding Squad Meetings' 3. Door stop drop ins 4. Minibus collection for pupils identified as persistently absent and on the fast track process when needed and in agreement with the school 5. Peer Mentor Attendance programme 	https://www.bcpccouncil.gov.uk/schools-and-learning/at-school/school-attendance Mentoring: +2 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	<p>4 & 5</p>

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

Budgeted cost: **£17,659.16**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Art/Sports Curriculum participation</p> <p>Targeted disadvantaged pupils are offered a space on an extracurricular club to widen their opportunities and develop cultural capital</p> <ol style="list-style-type: none"> 1. School squads and clubs run after school delivered by a teacher. Pupils are invited to join these squads/clubs and a conscious effort is made to engage PPG learners 2. All local school competitions and events are attended and a conscious effort is made to engage PPG learners 3. The School Games disadvantaged events are attended 4. A 'Change 4 Life' style club is run for free every week by school staff and a conscious effort is made to engage PPG learners 5. Musical instrument lessons funded 6. Targeted disadvantaged children are supported in accessing to external provider clubs e.g. AFC Bournemouth, CASA 7. Our sport facilities are kept to high standards to encourage external club providers to rent our facilities and increase our extracurricular offer to disadvantaged pupils 8. Facilities are kept to a standard that aids CASA hosting HAF holiday camps and disadvantaged pupils are referred to this 9. LAC PPG children are reserved places for clubs at the point of negotiating rental of our facilities 	<p>EEF Impact: +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <ul style="list-style-type: none"> ● Participating in sports and physical activity is likely to have wider health and social benefits ● Sports participation interventions engage pupils in sports as a means to increasing educational engagement and The evidence suggests that the impact is greater for more vulnerable students ● Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes attainment 	<p>2/3/4/5</p>
<p>Wider Opportunities</p> <ol style="list-style-type: none"> 1. Leadership roles are monitored to ensure PPG children apply and are successfully awarded these roles. 	<p>EEF Impact: +4 months</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/leadership</p>	<p>2/3/4/5</p>

<p>Staff will encourage PPG children to apply for these roles</p> <ol style="list-style-type: none"> 2. Many trips in each year group are planned and we track engagement and can offer support to disadvantaged families 3. Coach fees are funded and the minibus is used, where possible, for trips 4. Year 3 and Year 6 PPG pupils to visit local universities to heightened their aspirations 5. Careers day held annually to heighten PPG children's aspirations 	<p>hing-learning-toolkit/outdoor-adventure-learning/</p> <ul style="list-style-type: none"> ● Overall, studies of adventure learning interventions consistently show positive benefits on academic learning ● There is also evidence of an impact on non-cognitive outcomes such as self-confidence 	
<p>Parental Engagement</p> <ol style="list-style-type: none"> 1. Online reading record used to support parents with the recording of reading at home and to give incentives to children to read at home 2. Members of the leadership team/subject leads to model phonics and early reading sessions to parents 3. Members of the leadership team/subject leads to model writing and spelling sessions to parents 	<p>Parental engagement: +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 & 4</p>

Total budgeted cost: £133800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2023 - 2024

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	Impact/Evidence
<p>To ensure expected or better progress and attainment in reading, writing & maths for disadvantaged pupils.</p>	<p>The vast majority of disadvantaged learners will meet or exceed their KS1 assessments at the end of KS2 in RWM (data tracking available in school)</p> <p>The vast majority of PPG learners' progress scores will be in the positive range at the end of KS2 in RWM</p> <p>KS2 RWM outcomes in 2023/24 show that around 80% of disadvantaged pupils met the expected standard.</p> <p>Teachers and leaders will be able to articulate the processes in place for their PPG learners and the impact this has.</p> <p>Bespoke and targeted interventions will be in place for PPG learners resulting in gaps diminishing</p>	<p>Leavers 2024:</p> <p>Majority positive progress tracked through PPM meetings throughout the year</p> <p>Progress from KS1 to KS2 SATS:</p> <p><u>Reading</u></p> <p>EXS: Wh sch = 61% to 80% PP = 54% to 68% Non PP = 63% to 85%</p> <p>GD: Wh sch = 25% to 23% PP = 27% to 26% Non PP = 24% to 22%</p> <p><u>Writing</u></p> <p>EXS: Wh sch = 61% to 80% PP = 64% to 79% Non PP = 61% to 81%</p> <p>GD: Wh sch = 6% to 28% PP = 0% to 21% Non PP = 8% to 32%</p> <p><u>Maths</u></p> <p>EXS: Wh sch = 72% to 75% PP = 58% to 58% Non PP = 76% to 83%</p> <p>GD: Wh sch = 20% to 22% PP = 17% to 16% Non PP = 21% to 24%</p> <p>Year 4 MTC: PP 25/25 = 43%</p>

		<p>Non PP 25/25 = 61%</p> <p>PP 20+ = 57%</p> <p>Non PP 20+ = 85%</p>
<p>To promote the social and emotional wellbeing of disadvantaged pupils to ensure they are ready to learn.</p>	<p>Disadvantaged pupils will be socially secure, emotionally stable and able to regulate their emotions successfully so that they are ready to learn--</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations will evidence this. • Disadvantaged pupils will have significant access to learning opportunities of the full curriculum (including extracurricular and cultural capital opportunities) and a there will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Disadvantaged learners will have support from ELSA and SLT if and when needed to support their social and emotional wellbeing. Pupils will spend more time in class and less time needing interventions or bespoke support packages. • Outside professionals will be utilised to ensure best outcomes for children and families. Referrals will begin to decrease. • There is no significant difference between the recorded behaviour of disadvantaged learners and suspension is rare. 	<ul style="list-style-type: none"> • Behaviour at Ocean is outstanding as evidenced in monitoring review visits and an Ofsted visit in May 2024. There is no significant behaviour data difference for PP children. • 3% of PP children had a suspension, 1% non pp. • 46% of suspensions were PP, 54% non pp. • 6 x pupil voice opportunities throughout the year has evidenced that: <ul style="list-style-type: none"> ○ 100% of disadvantaged pupils are happy at school ○ 100% of disadvantaged pupils feel safe at school ○ 100% of disadvantaged pupils feel like they belong at Ocean • 100% of disadvantaged pupils have access to the full curriculum (inc trips and enrichment) because of use of PP funding to subsidise • 100% of disadvantaged pupils have access to an extracurricular club, for free, because of use of PP funding to subsidise • 91% of PPG learners are currently engaged in at least one extra curricular activity, this is an increase from 81% last year. • No significant gap between pp and non pp in engagement with enrichment trips and activities • 23% of our disadvantaged learners in 23/24 had social care involvement or a Family Outreach Worker, this is a decrease from 64%
<p>To raise and sustain improved attendance of disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 shown by:</p> <ul style="list-style-type: none"> • Overall absence rate for disadvantaged pupils is no more than 8%, and the attendance gap between disadvantaged and non-disadvantaged peers does not increase beyond 5% • The percentage of whole academy pupils who are persistently absent being below 12% and disadvantaged pupils not being more than 10% below the non-disadvantaged peers. 	<p>Whole school attendance = 95%</p> <p>PP = 93%</p> <p>Non PP = 96%</p> <p>Persistent Absence</p> <p>PA = 12%</p> <p>PP PA = 26%</p> <p>Non PP PA = 5%</p> <p>Attendance gap pp vs non pp 2024 = 3%</p> <p>PA PP vs non PP gap 2024 = 21%</p> <p><i>NB- extreme circumstances for some PP pupils - action taken but not attending, external professionals involved including the use of alternative provision.</i></p>

<p>To widen the world of disadvantaged pupils' cultural capital through experiencing a wider variety of cultural experiences.</p>	<p>Assessment and observations indicate significant improvement in the following:</p> <ul style="list-style-type: none"> Disadvantaged learners will have access to interventions to ensure they are prepared with the essential knowledge and basic skills in RWM to access the learning of the full curriculum Disadvantaged learners will be supported to access extra curricular opportunities, trips, visitors etc Disadvantaged learners will remain on track to achieve the expected standard or above in the foundation subjects (assessment tracker in school) 	<ul style="list-style-type: none"> PP children had NTP spaces as well as 1:1 teacher / SLT conferencing intervention 100% of disadvantaged pupils have access to the full curriculum (inc trips and enrichment) because of use of PP funding to subsidise 100% of disadvantaged pupils have access to an extracurricular club, for free, because of use of PP funding to subsidise 91% of PPG learners are currently engaged in at least one extra curricular activity, this is an increase from 81% last year. No significant gap between pp and non pp in engagement with enrichment trips and activities Foundation subject leaders reported PP on track in foundation subjects - book looks, learning walks, assessments and trackers all used.
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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

Programme	Provider
23/24 Forest school	Poole Forest School
23/24 External alternative provision	Routes

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Use of Mental Health 1st aider support
What was the impact of that spending on service pupil premium eligible pupils?	Pupil attendance and behaviour improved

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.