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	301
Proportion (%) of pupil premium eligible pupils	26%
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 Reviewed July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Martin West
Pupil premium lead	Robert Fletcher
Governor / Trustee lead	David Herbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144990
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	£144990

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 combined at the end of Y6 sits at 31% between DUAL (PP%SEN pupils) vs non SEND and non disadvantaged pupils. Combined PP vs Non PP has an attainment gap of 29%. **24/25:** 34% of our disadvantaged learners had SEND. The attainment gap combined for the end of Y6 between PP and Non PP is still significant at 28%. **25/26:** 35% of our PP learners had SEND. **26/27:** 37% of our PP learners have SEND
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. **24/25:** Parents have requested support for uniform, swimming lessons and trips - all referring to having financial struggles. 100% of our disadvantaged learners received free school meals this year. **25/26:** 99% of our PP families claimed FSM.
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. **24/25:** The level of need and support required has increased. This year, 48% of our disadvantaged learners had or are still having extra pastoral care including social care, outreach worker etc. 25/26:Pastoral continued.
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. **24/25:** Learning at home continues to be a challenge. Homework club, supported by teachers, will continue next year. PPG pupils are logging reading at home with an average amount of books read per month broadly in line with that of NPPG. **25/26:** Homework club was well attended by PP children. Strategy revised for further engagement support in 26/27

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. **24/25:** During the academic year 24/25, average attendance of our disadvantaged pupils remained at 93% compared to 96% attendance of NPPG. Persistent absences in the academic year 24/25 fluctuated but remained above that of NPPG. Our PPG girls appear to be a pattern for persistent absence. A new initiative (Learn 2 Move) will be introduced for this group of pupils in September 2025. **25/26:** During the academic year 25/26 the average attendance of our disadvantaged pupils remained 93% compared to 96% of NPPG. Persistent absences in the academic year finished at 16% compared to 7% of NPPG

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.	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) The vast majority of PPG learners' progress scores will be in the positive range at the end of KS2 in reading, writing and maths KS2 outcomes each year show that disadvantaged pupils met or surpassed the expected standard in line with national figures for disadvantaged Teachers and leaders will be able to articulate the processes in place for their PPG learners and the impact this has Bespoke and targeted interventions will be in place for PPG learners resulting in gaps diminishing
To ensure expected or better progress and attainment in reading, writing & maths so more disadvantaged pupils reach greater depth.	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) 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 Teachers and leaders will be able to articulate the processes in place for their PPG learners and the impact this has Bespoke and targeted interventions will be in place for PPG learners resulting in gaps between GD PPG and GD Non-PPG is diminishing
To promote the social and emotional wellbeing of disadvantaged pupils to ensure they are ready to learn.	Disadvantaged pupils will be socially secure, emotionally stable and able to regulate their emotions successfully so that they are ready to learn: ● 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.	Sustained high attendance shown by: ● The attendance gap between disadvantaged and non-disadvantaged peers does not increase beyond 5% ● Persistently absent disadvantaged pupils' attendance improves over time

To widen the world of disadvantaged pupils' cultural capital through experiencing a wider variety of cultural experiences.	Assessment, tracking and observations indicate significant improvement in the following: ● 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)

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: **£21,149.90**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching CPD for staff: 1. Whole-staff training on metacognition strategies e.g. teachers modelling/talk out loud 2. Whole-staff training on 'Conflict Resolution' to improve regulation strategies for pupils 3. Teacher CPD on effective conferencing strategies and use of analysis to inform teaching 4. CPD sessions for Year 3 teachers with members of SLT embedding phonics within the curriculum, including intervention and 1:1 sessions 5. CPD sessions on the effectiveness of live marking and verbal feedback	**Meta-Cognition: +7 months** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation **Social & Emotional Learning: +4 months** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning **Pupil conferencing:** 23/24 PP school leavers gained +14% in progress from KS1 to KS2. **Feedback:** +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback **One to one tuition:** +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition **Oral language interventions:** +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions **Phonics:** + 5 months	1 & 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Digital technology: ● 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. Sounds and Syllables, Boom Reader, Lexia, *Maths Whizz (LAC),* Digi maps, Test base, Atom Learning & PiXL ● PPG families have been and are provided with IT support	Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches They can motivate students to practise more Clear evidence that digital technology approaches are more beneficial for writing and mathematics practice	1/2/3/4/5
Phonics ● 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	**Phonics:** + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Assessment for learning 1. Built in time for teachers to regularly analyse data, pupil books and pupil voice and adapt planning to accelerate progress of individuals and groups	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	1
Wider Curriculum 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	**EEF 'Menu of approaches': evidence brief** Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. **Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development**, and the purposeful use of assessment.	2

Targeted academic support

Budgeted cost: ***£95,180.94***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attainment & Progress 1. Homework and times tables club run weekly by school staff 2. New Atom online learning provided to all 3. Weekly conferencing sessions run by the year lead or class teacher based on detailed question level analysis, book looks and pupil voice 4. Daily time for teachers to deliver pre-teach sessions to groups and individuals based on assessment analysis 5. Teacher-delivered multiplication practice weekly 6. A TA in every classroom during maths, writing and reading lessons 7. Targeted intervention sessions for identified PPG children	**Homework*:*** +5 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/ • 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) **Small group teaching:** +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition **One to one tuition:** +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, & 4
Oracy 1. SALT sessions for targeted individuals 2. 1:1 reading sessions for specific pupils 3. Lexia reading for targeted individuals 4. Rapid Phonic intervention for pupils who did not meet the phonic screening check standard and are not yet age-related in reading	**Oral language interventions:** +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions **One to one tuition:** +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition **Phonics:** + 5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Emotional Support 1. Weekly ELSA support for targeted individuals	**Social & Emotional Learning: +4 months**	3 & 4

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. SLT presence on the gate each morning and afternoon to liaise with and support parents and pupils 5. Hamish & Milo targeted intervention programmes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Attendance 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.bcpcouncil.gov.uk/schools-and-learning/at-school/school-attendance **Mentoring: +2 Months** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4 & 5

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

Budgeted cost: **£28,659.16**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Arts/Sports Curriculum participation Targeted disadvantaged pupils are offered a space on an extracurricular club to widen their opportunities and develop cultural capital 1. School squads and clubs are fully funded. These are delivered by staff. At the start of 26/27 this includes: *DT/Cooking, Coding, Homework, Journalism, Netball, Choir, Football squads, Boxfit, and Songwriters.* 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 'Morning Movers' style club is run for free every week by school staff and a conscious effort is made to engage PPG learners 5. 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 6. Facilities are kept to a standard that aids CASA hosting HAF holiday camps and disadvantaged pupils are referred to this 7. Targeted access to additional music workshops	**EEF Impact***:* +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation • 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	2/3/4/5
Wider Opportunities 1. Leadership roles are monitored to ensure PPG children apply and are successfully awarded these roles. Staff will encourage PPG children to apply for these roles	**EEF Impact:** +4 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	2/3/4/5

2. Many trips in each year group are planned and we track engagement and can offer support to disadvantaged families 3. Our minibus is used, where possible, for trips to reduce travel costs to PPG children. 4. Year 3 and Year 6 PPG pupils to visit local universities to heighten their aspirations. 5. Careers day held annually to heighten PPG children's aspirations. 6. Play Therapy sessions bought in for targeted PP children	• 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	
Parental Engagement 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 4. Online homework platform (Atom) used to support parents with monitoring homework attainment and provide a home school connection. 5. Designated leader for community engagement	**Parental engagement:** +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 & 4

Total budgeted cost: £144,990

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2025 - 2026

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Intended outcome	Success criteria	Impact/Evidence
To ensure expected or better progress and attainment in reading, writing & maths for disadvantaged pupils.	• 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) • The vast majority of PPG learners' progress scores will be in the positive range at the end of KS2 in reading, writing and maths • KS2 subject outcomes in 25/26 show that around 80% of disadvantaged pupils met the expected standard • Teachers and leaders will be able to articulate the processes in place for their PPG learners and the impact this has • Bespoke and targeted interventions will be in place for PPG learners resulting in gaps diminishing	KS2 Outcomes in 25/26 show that: Disadvantaged learners achieved: • 70% EXS+ 19%GDS combined (national pp = 47%) • 89% EXS+ 33%GDS in Reading (national pp = 63%) • 74%EXS+ and 26% GDS writing (national pp = 59%) • 81% EXS+ 30% GDS in Maths (national pp = 61%) • 74% EXS 22%GDS in GPS Significantly exceeding national disadvantaged figures from 24/25 *(25/26 have not yet been released)*. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25-revised#dataBlock-de6902ca-191e-47e5-8495-05fcae21bd60-tables **Baseline for pp cohort 25/26 leavers:** 63% /19% Reading 48%/4% Writing 63%/11% Maths 41%/4% combined Results show significant value added and progress from KS1 baselines.
To ensure expected or better progress and attainment in reading, writing & maths so more disadvantaged pupils reach greater depth.	• 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) • 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 • Teachers and leaders will be able to articulate the processes in	Most pupils retained GD in their KS1 GD subjects. KS2 Outcomes in 25/26 show that: Disadvantaged learners achieved: • 19% GDS combined • 33% GDS in Reading • 26% GDS writing • 30% GDS in Maths • 22% GDS in GPS **GD Baseline for pp cohort 25/26 leavers:** 4% combined

	place for their PPG learners and the impact this has • Bespoke and targeted interventions will be in place for PPG learners resulting in gaps between GD PPG and GD Non-PPG is diminishing	19% Reading 4% Writing 11% Maths Results show significant value added and progress from KS1 baselines for GD pp.
To promote the social and emotional wellbeing of disadvantaged pupils to ensure they are ready to learn.	Disadvantaged pupils will be socially secure, emotionally stable and able to regulate their emotions successfully so that they are ready to learn: • 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.	Behaviour data shows no significant difference between the recorded behaviour of PP vs Non pp and suspension is extremely rare. Achieved trust lighthouse award for behaviour. Awarded School Games Platinum 2025-2026 award for continuing our work on using sport to engage our most disadvantaged pupils. Engagement with our extracurricular offer remains consistently high: Pupil Premium (PP): 75% engaged with an extracurricular opportunity Engagement in trips and visits remains high for disadvantaged pupils: 78%
To raise and sustain improved attendance of disadvantaged pupils.	Sustained high attendance from 24/25 shown by: • The attendance gap between disadvantaged and non-disadvantaged peers does not increase beyond 5% • Persistently absent disadvantaged pupils' attendance improves over time	The attendance gap currently sits at 3%. Close tracking of disadvantaged pupils' attendance has ensured the gap remains small. 25/26 PP attendance: 93% Non pp = 96% 25/26 PP PA: 16% Non pp = 7% PP pa Autumn 1 22% - Summer 2 30% Strategies are in place: e,g, 2 new 'Learn 2 Move' morning club.
To widen the world of disadvantaged pupils' cultural capital through experiencing	Assessment, tracking and observations indicate significant improvement in the following:	Each year lead prioritised PP children for interventions. These were regularly reviewed by year leads and class teachers and progress was reviewed in PPMs with SLT.

a wider variety of cultural experiences.	• 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)	Engagement with our extracurricular offer remains consistently high: Pupil Premium (PP): 83% Engagement in trips/visits remains high for disadvantaged pupils: 84% Our foundation subject assessment trackers show where PP children have been identified as below expected standard, intervention has taken place. They also show where PP pupils excelled in subjects they were signposted to a further opportunity linked to that area of learning.

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

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

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.