

## Pupil premium strategy statement – Windsor Olympus Academy

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	540
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers <b>2023 - 2026</b>	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs S Wilkinson (Headteacher)
Pupil premium lead	Mrs S Behan (Deputy Headteacher)
Governor / Trustee lead	Angie Barker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,342
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£378,342

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make at least good progress and achieve highly across the curriculum. We have an ambitious, broad and balanced curriculum, which raises standards for all students within Olympus Academy. Since the Olympus opened in 2023, we have built our provision with the disadvantaged students at the heart of everything we do. We are a 'warm but strict' Academy which offers all students, but especially the disadvantaged students, the boundaries and support needed to flourish.

Our Pupil Premium strategy has taken into consideration the significant impact of the pandemic and how the gap between the disadvantaged and non-disadvantaged has widened. Diagnostic assessment to ascertain the academic challenges, alongside consideration of the wider, external barriers outside of school, have been taken into account. This has then informed the selection of evidence-based approaches in order to improve the life chances of all students, with a focus on our disadvantaged cohort.

High-quality teaching is at the heart of our approach. Research shows that quality-first teaching is the most important lever that will have the greatest impact on the outcomes of all students, particularly the disadvantaged. Our strategy includes investment in professional development, training and support for all staff, including Early Career Teachers, as well as recruitment and retention of all staff, which will be integral in consistently implementing the Olympus Academy's ambitious curriculum. Our approach will be responsive to common challenges and individual needs, including the current cost-of-living crisis, and is rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. We have adopted a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve to ensure educational success for every student. We will continue to work with all stakeholders, including parents and carers, to provide support based on the needs of our students. All our approaches will be underpinned by a firm belief that where a need is identified, we will intervene early in order for students to excel.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low Levels of Literacy and Numeracy</b> – Many pupils enter school with literacy and numeracy skills below age-related expectations, impacting their ability to access the full curriculum.
2	<b>Limited Access to Enrichment Opportunities</b> – A lack of extracurricular activities, cultural experiences, and educational resources outside school can hinder personal development and aspiration.
3	<b>Attendance and Punctuality Issues</b> – Higher rates of absence and lateness among disadvantaged pupils negatively affect continuity of learning.
4	<b>Social, Emotional, and Mental Health (SEMH) Needs</b> – Some pupils face emotional or psychological challenges that impact their behavior, wellbeing, and ability to engage in learning.
5	<b>Low Parental Engagement</b> – Limited involvement from parents or carers in their child’s education can reduce support for learning at home.
6	<b>Economic Barriers</b> – Financial hardship can affect access to school materials, appropriate clothing, nutrition, and a stable learning environment.
7	<b>Lower Aspirations and Expectations</b> – Some disadvantaged pupils may lack positive role models or have limited awareness of future opportunities, leading to low self-expectation and motivation.

## 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
<b>Improved Literacy and Numeracy Attainment</b> <ul style="list-style-type: none"> <li>Disadvantaged pupils achieve age-related expectations or better in reading, writing, and maths.</li> </ul>	<ul style="list-style-type: none"> <li>End-of-key-stage assessments, internal tracking data, and standardised test results.</li> </ul>
<b>Increased Attendance and Reduced Persistent Absence</b> <ul style="list-style-type: none"> <li>Attendance rates for disadvantaged pupils improve to be in line with or above national averages.</li> </ul>	<ul style="list-style-type: none"> <li>Termly attendance data and reduction in the percentage of pupils classed as persistently absent.</li> </ul>
<b>Enhanced Social, Emotional, and Mental Health (SEMH) Support and Wellbeing</b>	<ul style="list-style-type: none"> <li>Behaviour logs, wellbeing surveys, referrals to pastoral support, and</li> </ul>

<ul style="list-style-type: none"> <li>Pupils demonstrate improved emotional regulation, resilience, and readiness to learn.</li> </ul>	<p>qualitative feedback from staff and pupils.</p>
<p><b>Increased Access to Enrichment Opportunities</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils participate regularly in extracurricular and cultural activities.</li> </ul>	<ul style="list-style-type: none"> <li>Participation records, pupil voice surveys, and engagement tracking.</li> </ul>
<p><b>Stronger Parental Engagement</b></p> <p>Increased parental involvement in school activities and support for learning at home.</p>	<ul style="list-style-type: none"> <li>Attendance at parent events, surveys, and communication logs.</li> </ul>
<p><b>Raised Aspirations and Ambition</b></p> <ul style="list-style-type: none"> <li>Pupils have higher expectations for themselves and are more motivated to succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice, career aspirations activities, and staff observations.</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £150,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Teaching Assistant available to offer in class support or small group withdrawal to address academic gaps</i>	EEF Guide to Pupil Premium. EEF Toolkit.	1
<i>Provision of iPads for all to students to support remote learning and in class learning</i>	EEF Guide to Pupil Premium. EEF Toolkit.	1
<i>The use of Sparx Maths as a teaching tool both in and away from the Windsor Olympus</i>	EEF Individualised instruction	1

Academy for students in KS3.		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 108,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring: Specific role for Connect to monitor and mentor students requiring additional support.</i>	EEF Guide to Pupil Premium.	1,3
<i>Mentoring: Mentor students who need additional support</i>	EEF Guide to Pupil Premium.	1,3
<i>Reading interventions for identified KS3 students following Assessment data.</i>	EEF Improving Literacy in Secondary Schools 'Now the whole school is reading' EEF Reading Comprehension Strategies	1,2

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

Budgeted cost: £119,842.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Contingency fund for acute issues, whilst also considering the impact of the cost-of-living crisis. This will include assessing students' individual needs and applying funding to their situation. This could include uniform, transport or specific equipment. This is not an exhaustive list and is an embedded strategy that Windsor Olympus Academy has used.</i>	NFER Cost-of-living crisis: Impact on schools EEF Uniform  EEF Uniform	1, 2, 3, 4, 5

<p><i>Embedding principles of good practice set out by the DfE:</i></p> <ul style="list-style-type: none"> <li>• Attendance Officer; Working together to improve school attendance (applies from 19 August 2024) 5 7</li> <li>• Attendance and Welfare Officer deployed to attendance calls and Doorstep Visits;</li> <li>• Parental meetings held by Pastoral Teams;</li> <li>• 100% Attendance initiatives.</li> </ul>	<p>Working together to improve school attendance</p>	<p>5</p>
<p><i>Use of internal and external support staff, resources and agencies to promote positive mental health and wellbeing in students that need extra support.</i></p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions EEF Aspiration Interventions EEF Social and Emotional Learning</p>	<p>3,4,5</p>
<p><i>A comprehensive embedded programme to enhance the curriculum which includes:</i></p> <ul style="list-style-type: none"> <li>• Visits to enhance Cultural Capital. • Financial support to ensure participation in school trips/visits and extra-curricular opportunities.</li> <li>• Careers interventions at KS3</li> <li>• Weekly enrichment/extra-curricular activities.</li> </ul>	<p>Cultural capital and the extracurricular activities of girls and boys in the college attainment process (Kaufman and Gabler, 2004) EEF Toolkit Sports Participation EEF Arts Participation</p>	<p>3</p>

**Total budgeted cost: ££378,342**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### *Attendance:*

- *National attendance figures for 2024/25: 92.7%*
- *Our disadvantaged attendance figures for 2024/25: 93.6%*
- *Our non-disadvantaged attendance figures for 2024/25: 95.8%*

Although still higher than national, there remains a small gap between disadvantaged and non-disadvantaged students within our setting. Therefore, attendance continues to be a significant part of our Pupil Premium strategy.

The current cost-of-living crisis also highlights a need for us to be more flexible in our approach to our wider strategies as Parents/Carers reach out to us for support during this difficult period for many families.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Bespoke Mentoring	Brotherhood
Online learning for Maths/Science/English	Sparx Maths Sparx Science Sparx English
Reading intervention	Lexia