The Portsmouth Academy - 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

Detail	Data
School name	The Portsmouth Academy
Number of pupils in school	1120
Proportion (%) of pupil premium eligible pupils	50.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs R Grey
Pupil premium lead	Mrs R Grey
Governor / Trustee lead	Sarah Ghassemi

Funding overview -

Detail	Amount
Pupil premium funding allocation this academic year	£425,253
Recovery premium funding allocation this academic year	£59,316
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£29,664
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	£514,233

Part A: Pupil premium strategy plan

Statement of intent

RRSA article 28: Every child has the right to an education. Secondary education must be available to every child.

The Portsmouth Academy aims to transform the life chances of our students, particularly disadvantaged students, through a model of 'total education', focussing on the values of Aspire, Achieve and Respect. As a UNICEF Rights Respecting school and an accredited Advanced Thinking School, every child's individual needs are at the core of what we offer academically and beyond the curriculum. As the school falls into quintile 1 for the highest level of deprivation nationally it is vital that every aspect of school life is targeted at improving the life chances of the disadvantaged.

There are four key pillars which the Academy focuses on to meet the needs of all children, particularly the disadvantaged:

- Academic Curriculum
- Cultural Enrichment
- Personal Development
- Inclusive Provision

Through these pillars The Portsmouth Academy focusses on quality first teaching, targeted academic support and wider approaches such as pastoral care and enrichment.

The Portsmouth Academy is ambitious for the academic attainment and progress of all our learners, targeting all students to go beyond their perceived limits. Our KS3 curriculum is built to provide broad and balanced opportunities for all students, particularly the disadvantaged, to experience the national curriculum in full and goes beyond this with our focus on additional arts subjects such as dance and drama, and discrete teaching in food and nutrition and design and technology, as opposed to rotational delivery.

The wider curriculum across the school also aims to provide all students with a cultural enrichment programme to allow them to learn and develop outside of the classroom and we are committed to removing financial barriers to these experiences through the use of the PPG.

Both the academic and cultural curriculum complements the personal development of students to be their best selves and we build respect through the UNICEF Rights Respecting School Award.

The Portsmouth Academy seeks to develop self-reflective learners who become valuable members of the community. This is achieved through a high expectations culture of what all students, including the disadvantaged are able to achieve, and promoted through our core values of Aspire, Achieve and Respect.

Quality first teaching has the biggest impact on disadvantaged students' attainment and progress and therefore key strategies are employed to ensure this occurs. As an accredited Advanced Thinking School, metacognition and meta-memory is at the heart of all we do. This pedagogy and practice is embedded across the school, with all staff and students fully trained in the use of thinking tools, which alleviate cognitive load and create learning conditions for all students to thrive, particularly the disadvantaged.

Assessment and feedback, in their many forms, are a priority across the school due to the impact they have on progress. Students are expected to respond to feedback in order to address misconceptions or extend and challenge their learning.

The Portsmouth Academy believes that closing the digital divide for our students is essential for their future life chances; the digital strategy is based on the 3 key areas of digital learning, digital skills and digital citizenship. The school has invested in mobile devices throughout a number of curriculum areas so that students have the exposure they need to become competent with using technology and receive the benefits of the excellent software available that can personalise learning. This is especially important to our reading strategy.

For two years, the academy has been on the Microsoft Incubator Showcase Schools programme and invested in a strong CPD strategy for staff. When the first lockdown happened, the school was in the 10% of secondary schools nationally that immediately started live teaching.

The academy has now launched its one:one device offer and all 250 children in Year 7 have their own device to use in school, and at home, which is fully managed and supported by the school. This is heavily subsidised by the PPG – reducing the monthly subscription for parents from £14 to £5.

The Portsmouth Academy is a fully inclusive school and as such caters for a range of needs. Our KS4 onsite alternative provision (The Connect) for SEMH students helps them to continue learning in a mainstream provision. This supports a sense of belonging and provides a mainstream yet bespoke curriculum. Our KS3 SEND provision (The Link) ensures that targeted support is offered to those students who have wider educational needs and removes barriers to their learning.

In order to achieve our aims The Portsmouth Academy identifies students who are most at risk of under achievement through identifying students who flag within a number of categories – not only academic attainment - and ensure teachers and

support staff are aware of how best to support them, using an evidence informed approach.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7, around 77% of our disadvantaged pupils arrive below age-related expectations compared to 67% of their peers. This gap has historically widened during pupils' time at our school if not addressed immediately.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 8% lower than for non-disadvantaged pupils.
3	Analysis of attainment and progress data shows us that at KS4 disadvantaged students on average, achieve between 1 and 0.5 grades lower than their non-disadvantaged peers over a three year period. Factors which influence this; reading and literacy levels, access to technology and other resources, attendance, mental health and wider wellbeing concerns and parental engagement.
4	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths and English.
5	Our records and assessments, alongside discussions with students and families have identified social and emotional issues for many children, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

	During the pandemic, teacher referrals for support markedly increased. 93 pupils (78 of whom are disadvantaged) currently require timetabled additional support with social and emotional needs. This does not include those students who are worked with outside of timetabled interventions (ELSA, counselling and MHST) and who are picked up for mentoring with Heads of Year and Deputy Heads of Year.
6	Our internal data analysis, observations and student and staff voice indicates that disadvantaged students have lower rates of engagement in self-directed learning, particularly homework. This particularly impacts on disadvantaged students for whom there is a marked digital divide and access to resources.

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
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. The majority of disadvantaged students meet the national benchmark or above for reading based on AR data. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%;.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	Disadvantaged students' attainment and progress in core subjects and Ebacc subjects from 2024/25 sits in line with national average (P8 0).
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by:

	- Reduction in instances of peer-on-peer abuse being reported. - Reduction in % of disadvantaged students receiving suspensions due to disengagement with school. - Reduction in mental health referrals made. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Disadvantaged students to take up 50% of the places on enrichment activities.
To increase student independent learning and engagement with learning outside of the classroom by eradicating the digital divide.	Students upon entry to the academy access their learning through a one:one device strategy which comes at a significantly reduced cost to disadvantaged students. By 2024/5 this will incorporate 4/5 year groups and internal tracking will show a significant improvement on disadvantaged students completing homework.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £134,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (GL Assessment) + Pupil Attitudes to Self and School Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	1
Increased focus on homework strategy to build resilience and independent learning.	Effective homework, i.e. short, regular and linked to content memorisation or current learning, built into curriculum +5 months, with a digital element, potentially +6. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. Internal evidence shows that there is increased engagement in home learning in Y7 which is our first	3, 4, 6

	year group which has one:one devices. There is a gap between PP and nPP (A = Good, B = Satisfactory, C = Lack of engagement). These students will be identified and next steps agreed to improve this baseline data.				

	A	B	C	X
Y7 Total	19%	71%	9%	1%
Y7 PP	20%	63%	16%	1%
Y7 Non PP	18%	76%	5%	1%
Y8 Total	0%	93%	3%	3%
Y8 PP	1%	95%	4%	0%
Y8 Non PP	0%	90%	3%	7%
Y9 Total	0%	88%	10%	2%
Y9 PP	1%	85%	13%	2%
Y9 Non PP	0%	91%	6%	3%

Ongoing whole school focus on the teaching of thinking and metacognitive strategies; including meta-memory. CPD and release time for staff to attend peer reviews to develop their own practice.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	3, 4, 6
Students have access to a one:one digital device from the time they start in year 7. This is heavily subsidised for students accessing the FSM grant. Teacher effectiveness of digital learning and accessibility	Consistently positive impact on learning especially when leaders ensure that technology is used to enable, or make more efficient, effective teaching and learning practices. Accessibility and modality advantages. Engagement and life-ready skills https://files.eric.ed.gov/fulltext/ED612174.pdf https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	1, 3, 6

tools to be a priority for professional development, working within the Microsoft Showcase school framework to improve student fluency in the 21 CLD.		
PPv nPP quality of feedback professional development, monitoring and evaluation.	+6 Months. High Quality of feedback for all students: Where all students respond to subject specific comments. Middle leader focus on comparing PPv nPP books from similar starting points. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 3, 4, 6

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

Budgeted cost: £124,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of the National Tutoring Programme to support KS4 student attainment in English and maths	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. National Tutoring Programme	EEF (educationendowmentfoundation.org.uk)	3, 4
The appointment of a Reading Champion to inform, implement and evaluate impact of targeted reading intervention	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly	1, 4, 6

drawing from key data: lexia, Accelerated Reader and Reading Progress.	the case when interventions are delivered over a shorter timespan: [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](#) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: [One to one tuition | EEF (educationendowmentfoundation.org.uk)](#) And in small groups: [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](#)	
Disseminating the use of Reading Progress at a whole school level.	Embedding the use of Reading Progress as a home learning strategy to increase reading practice outside of school hours. Ensuring that parents are supported to use the software to better support pupils with home reading practice. Developing staff across the school to be able to use Reading Pro to inform differentiation, reading intervention and the disciplinary teaching of reading for their subject area. Developing staff to monitor the impact of their use of Reading Pro over time.	1, 4, 6

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

Budgeted cost: £254,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's [Improving School Attendance](#) advice, TSAT	The DfE, TSAT and PCC guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2, 5

and PCC's Attendance strategy Staff will receive training and release time to develop and implement new procedures. Attendance improvement co-ordinators are in post to improve attendance.		
The introduction of the use of the Class Charts and Provision Map to track, monitor and evaluate student behaviour and attitudes, homework and attendance.	Parental engagement with their child's learning is evidenced through the EEF and having a significant impact on student attainment and wellbeing. Parental engagement	EEF (educationendowmentfoundation.org.uk)	2, 5, 6
Increasing capacity to support vulnerable students through Emotional Literacy, counselling, MABS, MHST, Motiv8 and Digital Wellbeing	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2, 4, 5
Careers and aspirations work, NEET prevention, CEIAG, Girls Network	Our internal data, and assessments show that the NEET prevention programme has been between 90-100% successful over a three-year period. This is alongside other CEIAG strategies.	1,6
Artsmark Award	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months Arts participation	EEF (educationendowmentfoundation.org.uk)	5
UNICEF Rights Respecting School Award	The Rights Respecting School Award is a nationally recognised award which shows clear evidence of supporting student culture and wellebeing. https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/	5
The Student Engagement Department including The	On site Alternative Provision in place to support both SEND and SEMH	2, 3, 5

Link (SEND provision) and The Connect (SEMH provision). Training of key pastoral staff (Student Engagement Workers and Learning Mentors) in strategies to support such as PACE.	students, many of whom are also PP to retain a sense of belonging to their mainstream school and to allow them to access to a full, or more bespoke curriculum.	
Enrichment opportunities for disadvantaged students. E.g., trips and visits supporting cultural capital and music interventions.	Tracking system in place to ensure that PP students are identified and monitored regards their enrichment. Standard 25% reduction in all trips and visits for PP students.	5

Total budgeted cost: £514,083

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 2020 to 2021 academic year.

The PP strategy for 2020/21 focussed on the following barriers:

1. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Low literacy and numeracy levels from KS2 (less than 90 scale score)
B.	Low reading ages (2 years or more below chronological age)
C.	Vocabulary deficit and limited oracy skills
D.	Lack of cultural capital leading to inefficiency in pedagogic transmission
E.	Social and emotional barriers to learning (e.g. fear of failure)
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
F.	Limited aspirations due to social and economic factors
G.	Poor understanding of the benefits of, and the routes to, higher and further education
H.	Parental engagement
I.	Attachment issues and ACE (Adverse Childhood Experience)
J.	Confidence and willingness to engage in extra curricular activities
K.	Financial barriers – including access to technology

The following were the intended outcomes.

2. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	Increase in academic achievement of PP students	Closing the gap between PP and nPP students. GCSE results, KS3 and 4 progress data shows evidence of gap closing
B.	Improved attendance and punctuality of PP students	Attendance data show increase in attendance of PP, in line with national other, and reduction in lates, taken from a three year trend*
C.	Improvement in behaviour of PP students	Reduction in FTE/IE and –ve HP taken on a three year trend.
D.	Widening horizons and raising aspirations of PP students in order to shape their success	Increase in +ve HP and attendance Improvement in progress Meeting Gatsby benchmark for Careers. Destinations data shows students make the correct choices for their future.
E.	Students receive opportunities to be their best selves; to develop their self-confidence through PSHE, leadership opportunities, community projects and outdoor learning	Increase in +ve HP and attendance Statutory framework well covered for PSHE. Increased attendance to extra-curricular activities Student voice shows positive views of the school and the areas within the SIP.

A: For Year 11 TAGs, a rigorous and robust system for TAG grades was implemented, with GCSE style assessments and standardised marking. The PP/nPP gap was minimised in student outcomes at KS4 through a targeted approach to TAGs with staff intervening with students who were disadvantaged in Y11 as a first important priority. Successes in reducing the progress gap from 2019 outcomes to 2020 can be seen through the following data:

	Overall	En	Ma	EBacc	Other
2020 P8 PP v nPP gap	-0.18	0.04	-0.4	-0.2	-0.15
2019 P8 pp v nPP gap	-0.83	-0.5	-1	-0.93	-0.84

It should also noted that HAPP students in 2020 outperformed nPP students by 0.14 of a grade.

Summer 2021 – Autumn 2021 KS3 Data

- Higher proportion of PP students on Aspire pathway over nPP (gaps shown in table for each year group and gives a KS3 average)
- nPP student represent a higher proportion on both Accelerate and Endeavour pathways in all year groups
- PP students more likely to be emerging in any pathway and nPP students more likely to be deepening in any pathway
- Secure has the highest proportion of both students, but the gap is still present in favour of nPP.

Y7 gaps for HT1 2021-2 show larger PP/nPP gaps than previous Y7 particularly for Accelerate and Aspire (nearly 7% and 6% increases respectively).

Y8 moving into Y9 has also seen the gap between PP/nPP remain stable of the Accelerate pathway and reduce for Endeavour and Aspire students showing positive progress towards reducing the gap between PP/nPP.

Summer 2020-21				Autumn 2021 (Core subjects HT1 data drop)			
KS3	**Accelerate**	**Endeavour**	**Aspire**	**KS3**	**Accelerate**	**Endeavour**	**Aspire**
nPP	18.33	42.67	36.78	nPP	25.67	37.33	37.00
PP	13.64	38.74	45.40	PP	21.67	31.67	47.00
Gap	4.68	3.93	-8.62	Gap	4.00	5.67	-10.00
Y7	**Accelerate**	**Endeavour**	**Aspire**	**Y7**	**Accelerate**	**Endeavour**	**Aspire**
nPP	19.43	42.75	37.82	nPP	26	33	41
PP	17.24	39.87	42.9	PP	17	31	52
Gap	2.19	2.88	-5.08	Gap	9	2	-11
Y8	**Accelerate**	**Endeavour**	**Aspire**	**Y8**	**Accelerate**	**Endeavour**	**Aspire**
nPP	18.62	38.48	36.22	nPP	22	37	41
PP	14.64	38.88	39.82	PP	27	27	47
Gap	3.98	-0.4	-3.6	Gap	-5	10	-6
Y9	**Accelerate**	**Endeavour**	**Aspire**	**Y9**	**Accelerate**	**Endeavour**	**Aspire**
nPP	16.93	46.77	36.3	nPP	29	42	29
PP	9.05	37.46	53.49	PP	21	37	42
Gap	7.88	9.31	-17.19	Gap	8	5	-13

B: The pandemic has significantly impacted on the attendance of all students but most significantly the disadvantaged. Overall attendance figures for the year 2020-21 for all students stood at 90.66%. Portsmouth average attendance data stood at 90.9% as of 8th July 2021. National attendance data for 2020/21 stood at 80.1%, therefore TPA was above the national average for attendance showing strategies in place had an impact. However, attendance for PP students for the last academic year was 86.7% compared to 94.9% for non-PP students. In 2019/20 TPA's attendance figure stood at 91.9% and in 2018/19 94.2%.

C: Despite school closures, significant work around aspirations and CEIAG was completed. The following identifies how where the Gatsby benchmarks were able to improve. Where there has been a fall in meeting the benchmarks the Compass report has shown a higher than national average score.

Gatsby Benchmarks	Jan-21	Jul-21	Difference	National Average
1-Stable Careers Programme	82%	64%	↓18%	21%
2-Learning from career & LMI	80%	60%	↓20%	45%
3-Addressing the needs of each pupil	81%	81%	NO CHANGE	20%
4-Linking curriculum learning to careers	62%	100%	↑38%	38%
5-Encounters with employers & employees	25%	100%	↑75%	52%
6-Experiences of workplaces	0%	75%	↑75%	47%
7-Encounters with further & higher education	95%	70%	↓25%	21%
8-Personal Guidance	50%	100%	↑50%	57%

Wider Strategies as a result of school closures:

1. Digital Learning: the provision of the loaned DfE laptop scheme and dongles allowed equity of access for disadvantaged students.
2. Attendance: during the pandemic, overall absence rates at The Portsmouth Academy were broadly in line with local secondary schools in 2020-21.
3. There has been a reduction of the % of the Y11 cohort accessing offsite provision from 2020/21 (10%) to 2021/22 (5%) which shows impact of the work within the Student Engagement Department and is embedding the vision around students retaining a sense of belonging to their school, despite significant SEMH challenges. These students have retained access to a bespoke curriculum offer which allows them to achieve a suite of GCSEs or equivalent.
4. Leaders are ambitious e.g. during the initial lockdown TPA was one of only 2% nationally who immediately started to Live Teach the Curriculum via MS Teams. Engagement in remote learning was monitored and evaluated throughout both lockdown periods with an average of 70 % engagement in live lessons daily. DfE laptops were claimed and utilised for PP students who required a suitable device in

order to access live learning. This increased the percentage of students accessing live learning from around 30% in the first lockdown to 70% in the second.

5. An onsite provision for vulnerable students was in place for both lockdowns, led by the SENCo and her team of Student Engagement Workers. Students who attended the provision accessed their learning through laptop devices and joined their classes for their online lessons. The % of students who accessed this provision was 12.5%.

6. The safeguarding team remained in contact with all vulnerable families and completed home visits where contact could not be made. They worked alongside PCC in order to ensure students on our register were safe. They challenged parents to send their children to the on-site provision, the number agreeing to this increased as the lockdown went on. There were around 100 families who were on the safeguarding list and weekly contact and home visits were made.

7. A gap analysis of subject curriculums was completed, and a subsequent action plan put in place to address this; particularly within GCSE groups and throughout PSHE. Any PSHE which had not been fully covered during the initial lockdown was mapped throughout the tutor schedule during 2020/21.

8. The number of days of FTE has reduced between2019/20 and 2020/21 despite PAN increasing by 150 students. 2019/20 no. of days lost to FTE 294 2020/21 no. of days lost to FTE 358. 67% of students receiving an FTE in 20-21 were PP (school has 53% of pupils who are PP).

Externally provided programmes

Programme
White Rose Maths
Ark Mastery - English