

### **Pupil Premium Funding 2018-19**

The academy continues to draw on international and national research and our own evidence base to use the Pupil Premium funding to best effect.

#### Spending principles

- Our ambition is to secure outstanding outcomes for our children irrespective of their starting points, or social backgrounds.
- Our spending decisions are influenced by both the research evidence of what works best, particularly from the Education Endowment Foundation, the Education Policy Institute, and our knowledge of our children and what we know works best. We believe in providing them with a solid academic education and giving them access to opportunities which will broaden their horizons.

Four key strategies for raising the achievement of dis-advantaged students are mentioned below:

- 1) Our culture of 'Aspire and Achieve'. We have high expectations for our children and encourage them to pursue their goals. We teach them the 'habits of excellence' needed for success. Funding will continue to prepare students for the next phase of their education, employment or training and encourage them to fulfil their aspirations and breakdown barriers and stereotypical views.
- 2) The 'Thinking school' and the importance of meta-cognition. We teach our children how to learn using a variety of thinking tools which enable them to become life-long learners. The training of teachers to ensure 'quality first teaching' of our disadvantaged students is at the forefront of our work.
- 3) We place a strong emphasis on the regularity of assessment, with an associated very high quality of marking and feedback to each and every child so they know their 'next steps' in learning.
- 4) The improvement of reading comprehension to unlock potential in our students and allow them to access the highest academic results possible.

Pupil Premium funding will continue to be used to support projects and opportunities, enabling access for all, by eliminating the barriers created by financial difficulties. Funding will enable the employment of staff and establish projects and services that will help students tackle social, emotional and educational barriers to learning.

Year Group	PP Students	Total	Percentage
Year 7	70	239	29.29
Year 8	105	196	53.57
Year 9	41	96	42.71
Year 10	42	96	43.75
Year 11	40	98	40.82
	298	725	41.1

In 2017/18 there was an unspent amount of PP funding which stood at £32,518.

The 2018/19 PP funding received is £294,525.

The total PP funding to be spent in 2018/19 therefore is £327,043.

Total in this spending plan is £309,135 thereby leaving a surplus (£17,908) for initiatives which may come through as the School Development Plan and needs of individuals, evolves throughout the year.

The Academy improvement plan has the needs and barriers facing disadvantaged students at its heart and this spending plan outlines how we will continue to focus and address these areas.

- i. Safeguard students by tackling poor attendance
- ii. Secure outstanding teaching practice across the school to ensure students gain high quality
- iii. Deliver an effective careers and IAG programme which raises aspirations and empowers students to shape their success
- iv. Facilitating Progress and Academic Success for All
- v. Addressing Student's Special Educational Needs.
- vi. Enrichment, allowing every student to develop the ASPIRE qualities including building their habits of excellence.

<b>Teaching Staff Salaries – £79604</b>				
<b>Area of Spend</b>	<b>Percentage</b>	<b>Priorities Addressed</b>	<b>Impact of Spend</b>	<b>Outcomes to be assessed 2019</b>
Senior Vice Principal responsible for Pupil Premium	25%	i. ii. iii. iv. v. vi.	Responsible for PP across the academy, leading training on supporting PP students, monitoring progress of PP, working with middle leadership on strategies to support PP students.	
Vice Principal for Behaviour and SENCo	50%	iv. v.	To ensure that the needs of disadvantaged SEND students are identified and met.	
Teacher of Rising Stars	50%	ii. iv. v.	To foster accelerated progress of disadvantaged students in core skills, providing a strong foundation for continued progress. Provide support in the identification of special educational needs of disadvantaged students. To encourage a love of reading through an integrated curriculum founded in classic, well-loved texts.	
<b>Educational Support Salaries – £174303</b>				
<b>Area of Spend</b>	<b>Percentage</b>	<b>Priorities Addressed</b>	<b>Impact of Spend</b>	<b>Outcomes to be assessed 2019</b>
Educational Welfare Officer	50%	i. iv.	To support disadvantaged students to attend the academy (to at least the school's target of 95%) and on time to ensure maximum contact time and provide a strong foundation for progress. To track and monitor their attendance and intervene at an early stage to avoid the risk of disadvantaged students becoming persistent absentees (PA)	
Student Services Manager	75%	i. iv. v.	Safeguarding students and ensuring all staff are working within the KCSIE framework. Working with families who are in crisis or need early intervention and support through accessing and working with	

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			outside agencies. Providing interventions for students who are struggling to access the mainstream education fully, which includes working with outside agencies. To lead our Behaviour Support Team to provide mentoring and guidance for students.	
Deputy DSL	50%	i. iv. v. vi.	To support the Student Services Manager in her role. To lead on the academy's involvement in Council of Portsmouth Students; this includes providing leadership opportunities for disadvantaged students.	
Learning Mentor	100%	i. iv. v.	To provide social and emotional support to vulnerable students.	
Student Support Co-ordinator	30%	ii. iv. v.	Leads and deploys the effective use of teaching assistants across the Academy. Leads TAs to run breakfast club.	
Behaviour Support Officers x 4	50%	i. iv. v. vi.	Track and monitor behaviour throughout each year group. Meet with hard to reach parents both within school and through home visits. BSO co-ordinator to run D of E for Y9 and 10 students.	
HLTA	15%	ii. v. vi.	Social and emotional support for student well-being through providing intervention for vulnerable students through Art Therapy.	
Teaching Assistant – Maths	30%	ii. v. iv.	Specific interventions for disadvantaged students where there is a widening gap. Small group and one to one support.	
Teaching Assistant - Science	30%	ii. v. iv.	Specific interventions for disadvantaged students where there is a widening gap. Small group and one to one support. Delivering KS3 STEM curriculum supporting the drive to raise aspirations in this area and to complement the Science and Maths curriculum.	
General TA x2	65%	ii. v. iv.	Specific interventions for disadvantaged students where there is a widening gap. Small group and one to one support.	

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<b>Other Costs - £55228</b>				
<b>Area of spend</b>		<b>Priorities Assessed</b>	<b>Impact of spend</b>	<b>Outcomes to be Assessed 2019</b>
Year 11 Interventions	£1500	iv.	All MA disadvantaged students to be targeted for interventions during half terms and Easter to close the gap.	
Off-site Provision	£15000	iv. v.	Near to School and Short Stay Harbour interventions with targeted students who struggle to access mainstream.	
Music 1-2-1 lessons	£6145	vi.	Disadvantaged students will continue to be supported to study an instrument and entered for graded exams where appropriate.	
FSM Checking	£1351	i.	SLA agreement to ensure students who are eligible for FSM are accessing this.	
Uniform	£614	i. iv.	To provide disadvantaged students with uniform and kit enabling them to feel full and valued members of the school community, ensuring standards and expectations are met by all.	
Trip Subsidy	£3000	vi.	A full range of trips and enrichment opportunities will be offered and support is made available. Students who participate in Rock Challenge, Duke of Edinburgh and the School Production will also be assisted with this fund to ensure they can participate and are not disadvantaged.	
Unloc Learning	£1217	vi. iii.	Student voice project giving disadvantaged students opportunities for leadership in the Council of Portsmouth Students.	
LASS Testing	£1229	v. iv.	To provide assessment of educational needs if disadvantaged students.	
NEET Programme	£1618	iii.	10 x PP students to participate in the NEET prevention programme to	

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Attendance Service 50%	£2196	i.	SLA with local authority to provide insightful reports on school attendance and to work with EWO to challenge poor attendance to school.	
Motive 8	£833	i. v. iv.	12 x PP students to attend weekly ½ day session 12:20-3pm off site managed by Motiv8 running for 6 sessions. Parental workshops and personalised enrichment support, for a club in the community, provided.	
Educational Psychology	£4829	i. ii. iv.	To be commissioned by the SENco to assess the needs of vulnerable disadvantaged students to provide advice and guidance to teachers and other professionals with regards to individuals' needs.	
Curriculum Resources	£1113	iv.	To provide PP students with access to curriculum and revision resources to provide a foundation for academic attainment.	
Careers Guidance	£3383	iii. vi.	All Y11 disadvantaged students to receive Careers advice, information and guidance through 1-2-1. Advice and support throughout Work Experience in Y10.	
Counsellor	£1200	i.	Professional counsellor to work three hours per week with identified disadvantaged students to support their wellbeing.	