

Pupil Premium Funding 2019-20

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	73	225	32
Year 8	117	232	50
Year 9	104	190	55
Year 10	38	90	42
Year 11	40	94	43
	372	831	45

In 2018/20 there was an unspent amount of PP funding which stood at £549

The 2019/20 PP funding expected is £343278 (£935 per pupil).

The total PP funding to be spent in 2019/20 therefore is £343825.

Total in this spending plan is £347478 which leaves a deficit of £3653.

(It is likely that, given the increase in numbers of PP in Year 8 that this may increase by around £4000)

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.
- Vii Developing a culture of inclusivity across the Academy.



Teaching Staff Salaries				
Area of Spend	Percentage	Priorities Addressed	Impact of Spend	Outcomes to be assessed 2020
Principal responsible for Pupil Premium	50%	i. ii. iii. iv. v. vi. vii.		
Vice Principal for Inclusion and SENCo	50%	iv. v. vii.	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. To ensure that the needs of disadvantaged SEND students are identified and met.	

Educational Support Salaries				
Area of Spend	Percentage	Priorities Addressed	Impact of Spend	Outcomes to be assessed 2020
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	



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			working with 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. To support the five Y10 students who are accessing college as part of a	
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.	
Inclusivity and Equality Lead	30%	v. vii.	To support the SENCO in managing the implementation of an inclusive curriculum and developing the Academy as educationally inclusive.	
Deputy Heads of Year 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.	



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HLTA	15%	ii. v. vi.	Social and emotional support for student well-being through providing intervention for vulnerable students through Art Therapy.	
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Other Costs				
Area of spend		Priorities Assessed	Impact of spend	Outcomes to be Assessed 2020
Year 11 Interventions	2%	iv.	All MA disadvantaged students to be targeted for interventions during half terms and Easter to close the gap.	
Alternative Provision	54%	iv. v.	Near2School and Short Stay Harbour interventions with targeted students who struggle to access mainstream. Aspire pathway - 12 learners with a bespoke curriculum delivered by subject specialists with a strong focus on vocational and outdoor learning.	
Music 1-2-1 lessons	9%	vi.	Disadvantaged students will continue to be supported to study an instrument and entered for graded exams where appropriate.	
FSM Checking	2%	i.	SLA agreement to ensure students who are eligible for FSM are accessing this.	
Uniform	1%	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.	



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Trip Subsidy	4%	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	2%	vi. iii.	Student voice project giving disadvantaged students opportunities for leadership in the Council of Portsmouth Students.	
LASS Testing	1%	v. iv.	To provide assessment of educational needs if disadvantaged students.	
NEET Programme	2%	iii.	Portsmouth City Council have implemented a Participation Strategy Action plan to reduce the number of NEET students within the city.	
Attendance Service 50%	3%	i.	SLA with local authority to provide insightful reports on school attendance and to work with EWO to challenge poor attendance to school.	
Educational Psychology	6%	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	1%	iv.	To provide PP students with access to curriculum and revision resources to provide a foundation for academic attainment.	



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Careers Guidance	4%	iii. vi.	All Y11 disadvantaged students to received Careers advice, information and guidance through 1-2-1. Advice and support throughout Work Experience in Y10.	
Counsellor	7%	i.	Professional counsellor to work three hours 45 per week with identified disadvantaged students to support their wellbeing.	
Girls Network	3%		10 students to be selected from the PP cohort.	