

### **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.

Teaching Staff Salaries				
Area of Spend	Percentage	Priorities Addressed	Impact of Spend	Outcomes to be assessed 2019 – June 2019 update
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.	PP a focus across the SIP with SLT line managers trapping interventions in line management.  Quality assurance meetings at the mid-year point with curriculum leaders targeted interventions for PP.
Vice Principal for Behaviour and SENCo	50%	iv. v.	To ensure that the needs of disadvantaged SEND students are identified and met.	There were 8 SEND students in Year 11 (3 with an EHCP). Six of these took a set of 10 qualifications, one student who has an EHCP for her visual impairment took 9 and gained 4/5 in English and a 4 in maths. Another student who was diagnosed with a serious condition, and had a significant absence from school, took 2 GCSEs. Four students have a positive P8 score.  The overall P8 score is positive for the seven students who took 9 and

				10 qualifications. This is better than national for SEN.
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.	<p>The rising stars are a nurture group of 20 pupils (12 PP) who follow a fortnightly core curriculum of 23 hours which includes History and Geography. Nine of these are core English. Students are assessed in all 3 of these subjects. In addition to the core curriculum there is a strong focus on oracy through P4C and Talk to write.</p> <p>This cohort did not make the progress we would have liked. Only 3 of the 18 students made accelerated progress in English. A contributing factor was felt to be the high number of students who had significant SEMH needs. These students commanded a greater proportion of staff time. The Rising Stars initiative has not continued into 2019/20.</p>

Educational Support Salaries				
Area of Spend	Percentage	Priorities Addressed	Impact of Spend	Outcomes to be assessed 2019
Educational Welfare Officer	50%	i. iv.	<p>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)</p>	<p>320 PP students; current attendance stands at 91.55%. nPP students' attendance is 96.25%. This is a negative gap of 4.7%.</p> <p>This is a wider gap from the previous year which stood at 3.62%. This continues to be an area of focus across 2019/20.</p> <p>Some of the strategies include:</p> <ul style="list-style-type: none"> <li>First days texts</li> <li>Phone calls</li> <li>meetings with parents and students</li> <li>Individual Attendance Action Plans</li> <li>Referrals to Learning Mentor</li> <li>Home visits</li> <li>Reintegration package</li> <li>School refusal questionnaires</li> <li>legal action as appropriate</li> <li>Rewards</li> <li>Referral/liaison to outside agencies e.g. CAMHS/virtual school</li> </ul> <p>Particular intervention during transition process looking at PP</p>

				<p>students entering school prior to Year 7. Contact made where necessary. Contact also made in the first week of the academic year when absences are present.</p> <p>PP students highlighted across the school with use of Action Plan and 1:1 meetings with pastoral staff. Students on Part- time timetable to address academic/behaviour concerns have been PP.</p>
Student Services Manager	75%	i. iv. v.	<p>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 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.</p>	<p>Significant intervention with students at risk of permanent exclusion. Case load is predominately PP.</p> <p>Interventions have included Motiv8 for cohorts of students. Success rate is variable in changing student attitudes.</p> <p>Near to School – 2 x vulnerable PP students are currently on this programme and returning to school during period 5.</p> <p>Students who have previously accessed this (3) have either moved</p>

				<p>school (2) or still attend however works with the learning mentor who is currently working on reintegrating him back into lessons.</p> <p>Setting up and working with the Girls Network charity who support PP students with aspirational mentoring by professional women, 1:1 e-mentoring sessions monthly, a matching event in London, a trip to the Houses of Parliament and tour with our local MP and a celebration event at the University of Portsmouth for all Hampshire schools taking part in this. A survey has shown the effectiveness of this intervention.</p>
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.	Supporting the DSL. DDSL hold the cases that are CIN/EHP/TAF, this includes attending meetings, writing reports and liaising with agencies as above. Also supporting student voice within the school and working with UNLOC.
Learning Mentor	100%	i. iv. v.	To provide social and emotional support to vulnerable students.	Learning Mentor has supported 7 x Y11PP students this year to access a

				<p>more bespoke timetable for them. This has proved successful all have attended their exams, remained in school and reduced their exclusion rates.</p> <p>Learning Mentor runs a breaktime and lunchtime nurture group for some of the most emotionally challenged and vulnerable students. This has a positive impact on their ability to manage lessons and the school day.</p> <p>Learning Mentor has seen 33 students for 1:1 session on emotional management/wellbeing for a variety of reasons. (20 of these are PP) This has helped them to access, manage and stay in more lessons as well as helping them manage their own behaviour.</p> <p>Learning Mentor has held a small group of vulnerable students for PD lessons.</p>
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				Learning Mentor has helped PP students with homework after school.
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.	There are 52 students across the Academy who are both SEN and PP. All SEN students are invited to the breakfast club which is run from the thinking cafe. This is a free service for the students and depends entirely on donations from staff and Tesco. Forty seven of these students are supported in class by TA or outside of class by Pastoral staff.
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.	This role has subsequently altered so there will be a shift in the financial spend on this – now part time. Works with small intervention group of PP students once per fortnight.

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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.	Maths TA worked with individual PP students in Y11 to improve their grades from U-grade 1.
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.	N/A
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.	Handwriting club is run 3 times a week during tutor time by a TA. The focus is on developing the gross and fine motor skills needed for effective pen control. Students follow the Solent Therapy Pack guidelines for improving handwriting. Attendance to this intervention is good and students enjoy the activities organised by the TA.  Three of our SEN/PP students now require Physiotherapy. This is organised by the OT who comes into school on a regular basis to review

				the students and train staff. This is carried out 3 times a week in the Thinking Cafe.
<b>Other Costs</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	3%	iv.	<p>All MA disadvantaged students to be targeted for interventions during half terms and Easter to close the gap.</p> <p>7x students have a P8 of less than -2, two of which receive off site provision</p> <p>8x students have a P8 between -2 and -1 i.e. less progress made that would be expected for EoY10</p> <p>(See table at the bottom)</p>	Subject specific intervention to be given in areas of need to boost P8 outcome and attainment grade - this is to be reviewed termly as per data drops. The desired impact is for the P8 score of the 13 students will move closer to 0 (expected) over time which will reduce the disadvantaged gap and support MA students to achieve in line with HA.
Off-site Provision	27%	iv. v.	Near to School and Short Stay Harbour interventions with targeted students who struggle to access mainstream.	2 students are currently attending the Near2School provision. This provision has changed to daily 9-11 in a small group/pair. Students report they are enjoying it and are both attending regularly.

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Music 1-2-1 lessons	11%	vi.	Disadvantaged students will continue to be supported to study an instrument and entered for graded exams where appropriate.	8 PP students have received subsidised musical instrument lessons this year. This is lower than previous years.  1 PP student is in receipt of a full scholarship.
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.	Very few requests for uniform.
Trip Subsidy	5%	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.	75 trips and visits were offered in 2018/19 and open for all pupils to attend.  6 in school workshops for STEM, careers, wellbeing were run for whole year groups, ensuring all attended. One workshop included specific 2 additional sessions for pp students. 1 student disengaged and disrupted the session and was unable to continue.

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				6 visits were overseas or adventurous visits. 40.35% of attendees in reward and adventurous trips tracked were pp. Support was given for specific families to attend trips or stagger payment in 5 individual cases. £300 was made available for Productions and Rock challenge to purchase costumes and fund travel costs. 3 x Y10 students have been supported to attend to DofE award. The school production has had some support to purchase scripts but will be running this academic year.
Unloc Learning	2%	vi. iii.	Student voice project giving disadvantaged students opportunities for leadership in the Council of Portsmouth Students.	
LASS Testing	2%	v. iv.	To provide assessment of educational needs if disadvantaged students.	The cost is only £267.80  The licence was dropped to 5 concurrent users as 20 was not compatible with the equipment.  Students are tested and parents invited in to discuss results. Two students have been referred to the Visual Impairment service after the

				test results indicated a processing issue Another two students were referred to the EP.
NEET Programme	3%	iii.	10 x PP students to participate in the NEET prevention programme to  10 x PP students to participate in the NEET prevention programme to improve the post 16 uptake of EET.	Of the 9 young people supported by the progression adviser, 8 (89%) were in a positive (EET) destination on the 1st November. This is a reflection of the work undertaken by the Progression Advisors
Attendance Service 50%	4%	i.	SLA with local authority to provide insightful reports on school attendance and to work with EWO to challenge poor attendance to school.	A significant number of referrals have been made so far this year  55 Irreg att- 33 were PP  27 LOA -10 were PP  6 SAP (PCC lead this meeting)- 5 were PP.  6 cases have gone to court due to non-payment or failing to improve attendance.  We are currently unable to refer for irregular attendance in term 6 due to PCC cut off dates. This has a detrimental effect on our ability to sanction during this period, and with potential roll over in to the

				<p>next academic year. PA figures have also been challenged with PCC.</p> <p>PARs completed and returned to PCC each term, Highlights suggestions for actions if necessary.</p>
Motiv8	2%	i. v. iv.	<p>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. 2 students had 1:1 sessions in the community.</p>	<p>The students enjoyed this intervention and attended the sessions. 1 student disengaged completely, 1 student was excluded for 1 session due to poor behaviour. They enjoyed the teamwork and positivity social interaction with new people. 2 students in particular shone at this, parents were informed by TPA. Celebration event to be held at Square Tower 12/07 for students and parents organised by Motiv8</p>
Educational Psychology	9%	i. ii. Iv.	<p>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.</p>	<p>The EP service has provided assessments on 8 students this year. For 3 of these students this was to form part of an EHCP request for assessment. Two students were referred after psychometric testing indicated a learning need. Another student who was refusing to engage</p>

				<p>with any learning and was subsequently dual registered with Harbour medical. And 2 parental requests.</p> <p>In addition the EP provided supervision sessions for the SENCo and the TAs.</p>
Curriculum Resources	2%	iv.	To provide PP students with access to curriculum and revision resources to provide a foundation for academic attainment.	<p>This money was spent on part of the school subscription to GCSEPod. Digital learning supports up to 4 months' additional progress (EEF). The money was also used to fund the purchase of revision resources in order to support student organisation and promote responsibility of notes/examples etc. from which to revise effectively. PD lessons were delivered by Y11 tutors in order to explicitly teach these skills.</p> <p>25% of the top 20 users were PP</p> <p>27% of 18431 streams were by PP students</p> <p>The most accessed pods were for English Literature and hence should</p>

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				support with the outcomes of this key subject area
Careers Guidance	6%	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	2%	i.	Professional counsellor to work three hours per week with identified disadvantaged students to support their wellbeing.	11 students seen by counsellor. 4 disengaged. this intervention had a positive impact on the other 7 students' wellbeing. 4 parents seen as part of this intervention.

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### Year 11 MA PP data

Surname Forename	SEN	EAL	PP	Mid term	KS2: English	KS2: Maths	KS2: Ave	EoY10 P8	Any notes on the student
Pupil 1			Y		4.87	4.55	4.71	+0.11	
Pupil 2			Y		3.86	4.61	4.24	-1.09	
Pupil 3		Y	Y		5.22	4.27	4.75	-0.39	
Pupil 4			Y		3.71	5.05	4.38	-1.19	
Pupil 5			Y		4	4.58	4.29	-1.15	
Pupil 6			Y		4.4	4.21	4.31	-1.35	
Pupil 7			Y		4.67	4.55	4.61	-0.21	
Pupil 8	SWAN		Y	Y	4	4	4	-3.29	Off site provision
Pupil 9			Y		4.2	4.06	4.13	-2.36	
Pupil 10			Y		4.33	4.73	4.53	-1.59	
Pupil 11	K		Y		5.17	4.24	4.71	-0.89	
Pupil 12	K		Y	Y	4	4	4	-2.55	
Pupil 13			Y		4.67	4.73	4.7	-0.19	
Pupil 14			Y	Y	4.93	4.97	4.95	-1.69	
Pupil 15	K		Y		4.93	4.88	4.91	-2.05	
Pupil 16	SWAN		Y		4.67	4.76	4.72	-3.09	
Pupil 17			Y		4.8	4.76	4.78	-0.10	
Pupil 18			Y	Y	4	4	4	-3.15	Off site provision
Pupil 19			Y		4.33	4.52	4.43	-1.31	
Pupil 20		Y	Y		5.17	4.7	4.94	-0.35	
Pupil 21			Y	Y	4	4	4	-1.85	
Pupil 22			Y	Y	4.87	4.39	4.63	-2.61	Returned after a short absence