

Pupil Premium Strategy 2019/20

- Uphold the ethos of Aspire and Achieve for all
- Promote meta-cognition through the use of Thinking Tools
- Address attendance and behaviour
- Sustain quality first teaching and develop TAs
- Maintain regular assessment, high quality marking and feedback
- Engage with external evidence of what works and choose appropriate strategies
- Encourage a love of reading and develop strategies to close the vocabulary gap
- Support students social/emotional needs alongside teaching and learning strategies
- Develop cultural capital and personal development

1. Summary information					
School	The Portsmouth Academy				
Academic Year	2019/20	Date of PP Review	Feb 2020	Date of next review	July 2020
Total number of pupils	838	Number of pupils eligible for PP	502(51.5%)	Total PP budget	

2. PP Cohort information		
Characteristic	Number in group	Percentage of group
Year 7	123 (226)	54%
Year 8	122 (231)	53%
Year 9	112 (197)	57%
Year 10	39 (90)	43%
Year 11	40 (93)	43%
Boys	163 (300)	54%
Girls	273 (537)	51%

EHCP	11 (14)	3%
SEN Support	71 (106)	67%
SWAN	25 (35)	71%
EAL		

*Figures in brackets are number across the school

3. Current attainment						
	Pupils eligible for PP (2019-20)	Pupils not eligible for PP (2019-20)	PP Data from previous 2 years		All Pupils	
			2018-19	2017-18	School average	National average
Progress 8 score average	0.04	0.87	-0.42	0.01	0.13	-0.3
Attainment 8 score average	40.11	53.41	35.24	41.9	47.1	46.7
% achieving 9-4 English and maths	47.5	77.36	38.1	48.78	60	65

4. Additional Data		
	Strengths	Areas to improve
Attendance	<ul style="list-style-type: none"> • Effective attendance lead. • Good relationships with parents. • Strong links with other schools and outside agencies. 	<ul style="list-style-type: none"> • Whole school culture around attendance.
Behaviour	<ul style="list-style-type: none"> • A well-established team. • A developing set of systems. • A good reward system. 	<ul style="list-style-type: none"> • To improve application/consistency of sanctions. • To develop whole school

		approach where everyone takes responsibility for behaviour.
Safeguarding	<ul style="list-style-type: none"> • The systems around safeguarding are clear. • Staff are very knowledgeable. • The relationships with other schools and other agencies are well developed. 	<ul style="list-style-type: none"> • To raise the profile of the safeguarding team across the academy, through visits to tutor groups, assemblies and posters. • To be less involved in behaviour management as it conflicts with the safeguarding role.

1. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
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 (<i>including issues which also require action outside school, such as low attendance rates</i>)	
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
2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria

A.	Increase in academic achievement of PP students	Closing the gap between PP and nPP students. GCSE results, Year 9 Data
B.	Improved attendance and punctuality of PP students	Attendance data show increase in attendance of PP and reduction in lates.
C.	Improvement in behaviour of PP students	Reduction in FTE/IE and –ve HP
D.	Widening horizons and raising aspirations of PP students in order to shape their success	Increase in +ve HP and attendance Improvement in progress Increased attendance to extra-curricular activities
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 Improvement in progress Increased attendance to extra-curricular activities

i. Quality of Education					
Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review
Ensuring that disadvantaged students are placed in the set according to ability not current performance.	A B C	Placing students in lower sets because of poor attitude to learning will only reinforce the behaviours and limit progress	Class lists and data collection.	DOL	Supported through mixed ability teaching in Y7. Positive discrimination for PP students being placed on pathways.
Use of seating plans to identify PP students and ensure they are prioritised in terms of oral and written feedback.	A B C	Staff know the PP students well and are able to monitor progress closely	Learning walks by ALs and CLs	BUR HOL	QA evidence showed staff utilising student passports and recognising importance of placement of PP
Frequent assessment and teaching	A B C	Sutton Trust: Metacognition	Learning walks, observations,	BUR	Advanced Thinking Accreditation gained in January 2020, which

meta-cognitive skills.		+7months	book looks.		clearly shows our metacognitive drive
Use of high quality formative marking and increased use of whole class marking sheets.	A B C	Sutton Trust: Feedback +8 months	Learning walks, observations, book looks.	HOL DOL BUR	Evidence showed where this was done well it was effective for students' additional progress and was supportive for workload. Continued drive on this into 20/21 with TSAT assessment leads creating CPD on the importance of formative marking.
Raised profile of PP through LM and RAMs. PP to be a standing item on LM agenda. RAM questions to include enhanced section on PP.	A B C	PP are a continual focus across the school.	LM notes and RAM documentation.	SLT CLT	Heightened focus on PP closed the attainment gap for disadvantaged students by ¼ grade on average compared to previous year's outcomes.
Year 11 intervention and mentoring during Spring 1 and 2. Focus on homework – how will the marking drive improvement. How is it tracked and monitored. Attendance to intervention sessions – how is quality of session verified, how is non-attendance followed up.	A	Sutton Trust: Homework +5 months,	LM notes and RAM documentation. Year 11 crossover meetings. Cost: £1800	HOL DOL FRA CAE PIP	See Year 11 student voice and quality assurance reviews.
Alternative provision for students who are finding mainstream difficult and presenting with challenging behaviours. Including on-site provision, Near2School, Short Stay Harbour and South Down College. All of the current	A B C D E	Sutton Trust: Behaviour intervention +4 months.	Use of ImpactEd, tracking document, reports by staff. Near2School and Short Stay Harbour reports.	HOL HTY	Total cost of provision totalled £71,144. Cost minimised by offering on-site provision staffed by Learning Mentors and TAs.

students are PP.			Cost: £70,324		
<p>Whole school drive to improve vocabulary through CPD. Use of POW/WOW (Prefix of the Week/Word of the Week) and vocabulary books.</p> <p>Improving reading comprehension through use of homework based on recent and relevant non-fiction, articles.</p>	A D	<p>The language gap between PP and nPP is a key cause of educational disadvantage.</p> <p>Low reading ages.</p> <p>EEF guidance on how low literacy levels are linked to continued cycles of economic poverty.</p> <p>Sutton Trust: Reading comprehension +6 months.</p>	<p>Tutor activities.</p> <p>Use of Accelerated Reader.</p>	HOL FRA	<p>No evidence of improvement.</p> <p>Remains high priority for 2020/21, with a Lead Practitioner appointed to oversee.</p>

Supporting the disadvantaged and vulnerable through lockdown

On-site Supervision

The number of children accessing this provision grew over time and were supported by senior staff and teaching assistants to access the online learning provided via subject teachers and live learning. Also, on site was a First Aid cover and Safeguarding.

The students mostly worked on-line, accessing the work and lessons they have been set by their own teachers; supported by staff where appropriate. They had the opportunity to use the field at break and lunch and engage in high quality TV programmes (such as Blue Planet) in the afternoon.

Paper Based Resources

We saw a steady increase in the number of requests for paper resource packs to be sent home. As of 1st June, the number of students who were unable to access the on-line learning was 152.

Year Group	Not able to access on-line learning.	PP	SEN
Year 7	49/225 (22%)	42/49(86 %)	20/49 (41%)
Year 8	32/229 (14%)	28/32 (88%)	9/32 (28%)
Year 9	56/198 (28%)	42/56 (75%)	15/56 (27%)
Year 10	15/90 (17%)	10/15(67 %)	4/15 (27%)
Overall	152/742 (21%)	122/152 (80%)	48/152 (28%)

If we look at our most disadvantaged, we can see that they are overrepresented in this group.

For example, the number of students who are unable to access on-line learning and are Pupil Premium stands at 122 which is 80% of the overall total.

In addition to this, the percentage of SEN students unable to access on-line learning is at 28% which is around twice the percentage within the whole Academy.

Strategies put into place to support the disadvantaged were many and varied:

- 3000+ food packages delivered in the first three weeks of lockdown to disadvantaged families across the Trust. TPA staff managed this for all TSAT Portsmouth schools until the voucher system was in operation.
- Attendance/engagement tracker set up - all teachers identify students who complete work/attend live learning by end of the week.
- Pastoral team (DHOY) then contact students who have not engaged as a priority (DSLs worked on most vulnerable). Check in with parents around access issues etc and support where possible.
- Operations manager contacting all students who have not logged into SMHWK to ensure no issues
- Around 70 work packs produced weekly for students without access. Hand delivered and work collected back in.
- Praise postcards created and emailed to student and parent for excellent effort etc (have them for staff too)
- Enrichment and competition tracker created to ensure we have trapped engagement and entries
- Various social media outlets for departments and staff (Instagram is the most popular with students) these have now been collated and advertised to parents and

students.

- GCSEpod competitions (Piper’s Podders - Piper is HOY 10) love to shop vouchers issued to highest podder each week as most y10 have access to this over phone. Staff linking online learning to GCSEpod to support
- Weekly pastoral live ‘drop ins’ with DHOY
- Weekly tutor drop ins + PSHE lessons
- Weekly HOY+tutor assemblies
- Weekly parental bulletin which highlights all of the above and signposts to support available from various different partners e.g Local authority, Hants Police, Anna Freud etc
- Adobe Spark videos made for subjects to highlight student work
- Student voice groups set up for Year 10 (Her Voice) to support with engagement - decent take up so far
- Student voice group set up to review anti bullying policy
- Year 11 area of website created specifically to support with next steps etc - local college helping with this too ‘Flying Start’ programme
- DSL working with local authority team set up specifically to support Portsmouth’s most vulnerable - contacting 2 x per week
- Year 10 area of website joe being created for SUN action plan and strategies
- T&L lead creating ‘model’ online content for student voice group to B.A.R to help us understand what kids want
- ‘Retimetable’ to reduce workload and overwhelming of students - max 3 x live learning per day, per student. 20 mins with teacher, 30-40mins independent work model.
- Stationary packs sent home half termly for most vulnerable
- Young Carers Care packages sent home
- DofE care packages delivered
- Staff fitness video released
- House competitions to add points to win ‘COVID CUP

Cost: Staff salaries + £72,124

ii. Targeted Support

Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review date
FSM check		SLA agreement to ensure that all students eligible are accessing the funding.	Cost: £1323		
The use of the EWO to support PP students to attend school on time and at	A B	Tracking and monitoring attendance and implementing early	The use of the EWO to support PP students to	HOL HTY LOV	Worked with EWO and focused on the PA students. We have more work to do with building up

the Academy target of 96%. This includes a SLA with the Local Authority who provide attendance report. These support the drive to improve attendance.		intervention will reduce the risk of PP students becoming persistent absentees (PA).	attend school on time and at the Academy target of 96%. Cost: £2624		this relationship and working together with the new AIC at TPA.. We came in below our target of 96%
Implement the NEET Programme	An action plan by PCC to reduce the number of NEET students within the city.	This programme has run for several years and has proved successful.	Destination statistics provided by the LA. Cost: £1863	RHO FEN	This intervention had previously been successful. Due to Covid this was more challenging for mentors to build relationships. Report suggests 6/.13 students have secured placement. Careers lead is chasing up and contacting other students who we have not secured data for.
Breakfast club each morning – all PP students to be invited and provided with a free breakfast. Provision to be flagged to parents and carers by pastoral staff.	B To develop social confidence and improved oracy.	The recognition by Government and charities to the value of Breakfast clubs.	Registers. Cost: £1000	HOL	This has proved very successful with around 70 students accessing the provision each morning. The cost has proved minimal with donations from staff and the local Tesco. Milk was purchased from the SEN budget. TA cost 3x40 minutes @£9 hour. This amounts to £720 for the year.

Cost: Staff salaries + £5,810

iii. Cultural Enrichment

Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review date
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<p>Outdoor Learning lead to engage PP students from KS3 in outdoor activities. Targeted residential opportunities for PP students.</p>	<p>D PP students are less likely to engage in outdoor learning – subsidised places will increase participation.</p>	<p>Engaging students in a wider curriculum beyond the classroom will result in improved student engagement with school and develop greater confidence.</p>	<p>Student voice feedback. Use of ImpactEd.</p>	<p>SMI</p>	<p>A programme of Outdoor learning took place up until March 2020. A vast range of students were reached.</p>
<p>Use of survey to ascertain the cultural needs of PP students. Reviewing the results to inform curriculum development.</p>	<p>D</p>	<p>Bourdieu’s theory of Cultural Capital – improving cultural capital leads to higher attainment.</p>	<p>Survey results. Curriculum development plans.</p>	<p>RUS DOL HOL</p>	<p>This did not run due to Covid.</p>
<p>Trip subsidy. A full range of trips and enrichment opportunities will be offered and support made available.</p>	<p>A B C D E</p>	<p>Extra-curricular activities are powerful in terms of helping children learn. In addition, they are a way of getting students to engage with, and enjoy, school. Trips also allow students to gain experiences they may not otherwise have access to.</p>	<p>Percentage of PP students taking part is in line with nPP. Cost: £3750</p>	<p>HOL RUS</p>	<p>Until March 2020 72 ran involving 2324 students across all year groups. 709PP students attended these trips. Support was given to PP when requested to ensure no trip was missed due to cost. Budget was allocated to support PP in reward trips but this was not used due to COVID.</p>

Cost: Staff salaries + £3,750

iv. Personal Development					
Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review date
<p>Careers advisor will support students in Years 10 and 11 to develop future aspirations. FSM and LAC students to be offered enhanced support to reduce NEET and increase PP progression.</p> <p>Careers advice on subject choices for academically able PP students – preparing for elite universities.</p>	D	Disadvantaged students are at greater risk of becoming NEET or economically inactive when leaving school than nPP.	<p>Applications to college.</p> <p>LA destination data.</p> <p>Cost: £3499</p>	HTY	Worked very well and all student were tracked and chased with support from the year team, making sure all college application or apprenticeship were applied for. Positively discriminated the PP student and put extra support in for them.
PP students gain leadership positions such as Head boy/girl, school council, sports leader etc.	E	Giving students positions of responsibility generates a sense of achievement and encourages them to raise their aspirations.	Percentage of PP students in these positions is in line with nPP.	RUS	22% of our overall student leadership team were PP in the last academic year. A campaign to improve take up of leadership roles has been planned. The head girl last year was PP.
<p>HOYs and DHOYs will track and monitor behaviour of PP students throughout each year group. Meet with hard to reach parents both within school and through home visits.</p> <p>Pastoral staff to mentor students with high numbers of behaviour incidents through use of Student Passports and PSPs.</p>	A B C	Students with poor vocabulary and low self-esteem. are more likely to develop poor conduct. Students should be mentored to identify their barriers to learning.	Reduction of – veHP and FTE.	HTY HOY DHOY	<p>Y8 intervention group created and impact measured</p> <p>Was a significant impact on pupils within the group. Using chimp paradox to look at their social and emotional behaviour. Drastic reduction in negative habit points and increase in positive habit points for 7 members of the group. All these pupils were PP. HOY were using these interventions and tracking of</p>

					pupils across.
HOYs to develop PSHE programme which promotes student well-being and personal development.	D E	Low wellbeing and self-esteem can lead to disengagement in learning and underachievement.	Learning walks, observations, book looks.	HTY HOY	PSHE road map and audit completed showing clearly when these are met. Emotional recovery curriculum created and implemented through tutor time. All triangulated with assemblies and given reflection time to build on and discuss.
Counsellor. A qualified counsellor is employed to work 4 hours a week with identified disadvantaged students to support their well-being.	B C	Low wellbeing can lead to disengagement in learning and underachievement.	Cost: £6460	FNR	9 Pupil Premium students accessed the counsellor up to March 2020.
Girls Network. This is a charity whose mission is to inspire and empower girls from the least advantaged communities by connecting them with a mentor and a network of professional female role models.	D	Girls are at greater risk of becoming NEET or economically inactive when leaving school than boys.	Celebration event. Cost: £2400	FNR	This continued through lockdown and 10 girls successfully completed the intervention.
UNLOC Learning is a Student Voice project giving disadvantaged students opportunities for leadership in the Council of Portsmouth Students.	D E	UNLOC work with students to develop the following: Leadership Skills Entrepreneurial Skills Student Voice Career Pathways	Celebration event. Cost: £1400	HTY	This was fantastic to see our pupils demonstrate new skills and demonstrate on public platforms. This made pupils aware of future careers but also how student voice can change perceptions and supporting others.
The Educational Psychologist is commissioned by the SENCo to assess the barriers to learning faced by disadvantaged students.	A B C	EP report to provide advice and guidance to teaching staff and other professionals with	EP report. Team around the child notes. Cost: £4994	HOL	The EP continued to work with students during lockdown and 4 EHCP reports have been completed.

		regards to a student's needs.			
Use of a Learning Mentor to provide social and emotional support to vulnerable students. To support Y10 students who are accessing college as part of an intervention to re-engage them in learning.	B	Students at risk of becoming PA or having FTE.	Attendance to college.	NOT	Prior to lockdown four girls were accessing offsite college provision. Three of these students now attend a full time offsite provision and one has embarked on the Engage.
Use of LASS testing for disadvantaged students.	A	To identify barriers to learning.	Student Passport. Cost: £250	HOL	All students in the AP and those who have been identified as SWAN were tested. The results informed the student passports and whole school training around Dual Coding and working with students who have poor working memory.

Cost: Staff salaries + £19,003

v. Removal of Financial Barriers

Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review date
Music Lessons	A D	Will allow disadvantaged students to study an instrument and enter graded exams.	Percentage of PP students taking lessons is in line with nPP Cost: £7500	HOL RUS	All singing lessons were paid for. Transport to exams was arranged and paid for to support a grade 4 music student. 33% of students taking lessons were PP in 2019-2020.
Revision Guides	A D	Parents on reduced	Teaching staff to	ALs/	Not spent this year fully due to

		income will not prioritise the buying of these.	check and inform ALs/CLs where guides are needed. Cost: £1300	CLs	the changes to CAGs.
Purchase of uniform and kit to enable them to feel a full and valued member of the Academy community.	B C	Students can feel isolated from peers without the correct uniform.	Improved attendance, less -ve HP for uniform infringements. Cost: £1000	HOL	A number of ties and several blazers were provided to students (predominately those in the AP) - some of these were kept in school to ensure that the stress level of students around uniform sanctions was minimised.
Cost: £9800					
Total Cost: Staff salaries + £110,487					

Literacy and numeracy catch-up funding

The catch-up premium provides an additional £500 of funding for pupils in Year 7 who have not achieved expected Level in English or Maths at Key Stage 2. This report aims to explain how this funding is used at The Portsmouth Academy and the impact of the strategies used.

2019/20

The literacy and numeracy catch-up premium allocation for the previous academic year; £24,978

Literacy
<ul style="list-style-type: none">• Leading research into effective KS2 – KS3 transition• Learning from Primary schools; to develop expert knowledge of skills and assessment established in Year 6.• Use the above to secure catch-up for those pupils who enter as 'Not achieved standard'.
<ul style="list-style-type: none">• Whole school training and focus on the use of vocabulary with all students, in all subjects.• Particular focus on Year 7 and 8.
Team of TAs employed to deliver intervention. <ul style="list-style-type: none">• Early morning reading and spelling lessons.• After school support with homework.

Numeracy
<ul style="list-style-type: none">• Leading research into effective KS2 – KS3 transition• Learning from Primary schools; to develop expert knowledge of skills and assessment established in Year 6.• Use the above to secure catch-up for those students who enter as 'Not achieved standard'.
<ul style="list-style-type: none">• Use of Hegarty maths to support the independent learning of students.
Additional numeracy support <ul style="list-style-type: none">• Students with low levels of numeracy are supported during lessons and after school by a qualified maths teacher. This is both small group and in a 1:1 setting.