

Pupil Premium Strategy 2020/21

- Academic Curriculum
- Cultural Enrichment
- Personal development
- Inclusive Provision
- Removing Financial Barriers

1. Summary information					
School	The Portsmouth Academy				
Academic Year	2020/21	Date of PP Review	July 2021	Date of interim review	Feb 2021
Total number of pupils	972	Number of pupils eligible for PP	501 (52%)	Total PP budget	£383,383
2. PP Cohort information					
Characteristic	Number in group		Percentage of group		
Year 7	132 (247)		54%		
Year 8	118 (220)		54%		
Year 9	110 (223)		49%		
Year 10	106 (192)		55%		
Year 11	35 (90)		39%		
Boys	227 (431)		53%		
Girls	274 (541)		51%		
EHCP	15 (19)		79%		

SEN Support	99 (154)	64%
SWAN	24 (30)	80%
EAL	94 (244)	39%

*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	0.47	
Attainment 8 score average	40.11	53.41	35.24	41.9	47.69	
% achieving 9-4 English and maths	47.5	77.36	38.1	48.78	64.52	

4. Additional Data		
	Strengths	Areas to improve
Attendance	<ul style="list-style-type: none"> • Strength in Trust support in training new attendance leads • 2 x Attendance Improvement Co-ordinators • Deputy HoY and HoY taking increased ownership of attendance • Good relationships with parents. • Strong links with other schools and outside agencies. 	<ul style="list-style-type: none"> • Whole school and wider community culture around attendance. • Attendance of vulnerable groups – PP v nPP gap is growing, heightened further post CV-19 • Internal truancy of small group of PP students.
Behaviour	<ul style="list-style-type: none"> • A full and well-established team. 	<ul style="list-style-type: none"> • Early intervention and impact tracking

	<ul style="list-style-type: none"> • Clear systems for managing behaviour with rewards and consequences. • A Student Engagement Department (SED) who support students who are struggling to make the correct choices 	<ul style="list-style-type: none"> • Effective use of PSPs • Clear referral process for SED
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 – including access to technology

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, 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.

*CV-19 has had a significant impact on PP attendance.

i. Academic Curriculum					
Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review
Students across the Academy to be taught in mixed ability sets (apart from in Maths)	A B C	Ensuring PP students are not disadvantaged by setting. EEF/Sutton Trust research suggests that on average, students experiencing setting make slightly less progress than in mixed ability	Data comparison termly, assessed against previous cohort who were taught in sets.	DOL FRE AND	

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 FRE AND RUS	
Frequent assessment and subsequent interventions, and teaching meta-cognitive skills through quality first teaching.	A B C	Sutton Trust: Metacognition +7months	Learning walks, observations, book looks.	BUR FRE AND RUS	
Use of high quality formative marking, use of whole class marking sheets and increased use of digital technology e.g. MS Forms	A B C	Sutton Trust: Feedback +8 months	Learning walks, observations, book looks, Teams Insights	DOL BUR	
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	
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 AiC	
Use of digital technology and digital accessibility tools to support student learning and progress	ABC	One to one trial across the school. Impact of lack of technology during CV-19	See project plan £120,000 total investment school wide	SPD BUR	

Cost including salaries: £177,294					
ii. Inclusive Provision					
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: £2006		
The use of the 2 x AiCs to support PP students to attend school on time and at the Academy target of 96%. This includes a SLA with the Local Authority who provide attendance report. These support the drive to improve attendance.	A B	Tracking and monitoring attendance and implementing early intervention will reduce the risk of PP students becoming persistent absentees (PA).	The use of the AiC to support PP students to attend school on time and at the Academy target of 96%.	HOL HTY LOV	
Student Engagement Department – KS3 The Link KS4 – The Connect Oversees off site provisions where appropriate	A B C D E	Sutton Trust: Behaviour intervention +4 months.	Use of Provision Map to identify interventions for PP/SEN students £87,830	HOL HTY SHE	
Whole school drive to improve vocabulary through CPD. Use of	A D	The language gap between PP and nPP is a key cause of	Tutor activities. Use of Accelerated Reader.	FRA	

POW/WOW (Prefix of the Week/Word of the Week) and vocabulary books. Improving reading comprehension through use of homework based on recent and relevant non-fiction, articles.		educational disadvantage. Low reading ages. EEF guidance on how low literacy levels are linked to continued cycles of economic poverty. Sutton Trust: Reading comprehension +6 months.	Reading wise Cost: £1000		
Breakfast club each morning –PP students to be invited and provided with a free breakfast. Provision to be flagged to parents and carers by pastoral staff.	B	The recognition by Government and charities to the value of Breakfast clubs. To develop social confidence and improved oracy.	Registers. Magic Breakfast grant obtained Cost: £450	HOL RCD	
Motiv8	E, F	Locally recognised intervention to re-engage children socially and educationally.	£4155	HOY	
MABS	E, F	Behaviour support	£4356		
ELSA supervision	I	Emotional Literacy support. 2 x ELSAs witin school	£390		
Cost including staff salaries: £61135					

iii. Cultural Enrichment

Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review date
Outdoor Learning lead to engage PP students from KS3 in outdoor activities, CV-19 permitting. On site activities to support this drive.	D PP students are less likely to engage in outdoor learning – subsidised places will increase participation.	Engaging students in a wider curriculum beyond the classroom will result in improved student engagement with school and develop greater confidence.	Student voice feedback. Use of ImpactEd.	SMI	
Trip subsidy. A full range of trips and enrichment opportunities will be offered and support made available.CV-19 permitting.	A B C D E	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.	Percentage of PP students taking part is in line with nPP. Cost: £3000	HOL RUS	
Careers lead will support students in Years 10 and 11 to develop future aspirations. FSM and LAC students to	D	Disadvantaged students are at greater risk of becoming NEET or	Applications to college.	HTY	

be offered enhanced support to reduce NEET and increase PP progression. Careers advice on subject choices for academically able PP students – preparing for elite universities.		economically inactive when leaving school than nPP.	LA destination data. Cost: £5254		
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Cost including staff salaries: £34, 778

iv. Personal Development

Action	Intended outcome	Evidence and rationale	Monitoring and evaluation	Staff lead	Review date
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	
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. Pastoral staff to mentor students with high numbers of behaviour incidents through use of Student Passports and PSPs.	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	
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	

<p>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.</p>	D	Girls are at greater risk of becoming NEET or economically inactive when leaving school than boys.	Celebration event. Cost: £2400	FNR	
<p>UNLOC Learning is a Student Voice project giving disadvantaged students opportunities for leadership in the Council of Portsmouth Students.</p> <p>Giving pupils online access to 4 courses with completion certificate. These courses can be accessed from school and home to give extra careers support to the pupils. The skills they will be focusing on will be building up awareness of careers, and opportunities and pathways available to them. Plus having the support of online careers advisor from Unloc.</p> <p>(325 Places paid for aimed at year 10/11).</p>	D E	<p>UNLOC work with students to develop the following: Leadership Skills Entrepreneurial Skills Student Voice Career Pathways</p> <p>Giving all pupils opportunities to develop their knowledge around careers and pathways.</p>	<p>Celebration event. Cost: £2935</p> <p>Teacher Online monitoring systems (HTY/RAH to monitor</p> <p>Courses will be drip fed into calendar across the year.</p>	HTY	
<p>The Educational Psychologist is commissioned by the SENCo to assess the barriers to learning faced by disadvantaged student, and train staff on site who work with children on a daily basis to ensure needs are met</p>	A B C	EP report to provide advice and guidance to teaching staff and other professionals with regards to a student's needs.	EP report. Team around the child notes. Cost: £8422	HOL	

Use of LASS testing for disadvantaged students.	A	To identify barriers to learning.	Student Passport. Cost: £250	HOL	
Cost: £14,007					
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: £7508	HOL RUS	
Revision Guides	A D	Parents on reduced income will not prioritise the buying of these.	Teaching staff to check and inform ALs/CLs where guides are needed. Cost: £2000	ALs/CLs	
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: £2000	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: £11508					
Total Cost including staff salaries: £383,000					