

## Pupil Premium Strategy- Portland Academy in 2019-20

1. Summary information					
School	Portland Academy			Type of SEN	SLD/ PMLD/ASC
Academic Year	2019/20	Total PP budget	52 students at £935 7 students at £1600 5 students at £2,300= <b>£71,320</b>	Date of most recent PP Review	Feb 2020
Total number of pupils- compulsory school age	106 (Sept 19)	Number of pupils eligible for PP	64 (including 7 LAC and 5 FLAC 2,300)	Date for next internal review of this strategy	Interim Feb 2020 Final review July 2020
Total LAC	7	Funding after top slice	£1600 per pupil		

2.Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving UQ targets in communication	<p>The Academy no longer uses P levels as its sole measure of progress or to target set. The academy has developed a new assessment system and a base line was established Jan 17. Progress of all students was closely monitored by SLT who used evidence in workbooks, assessment information and meetings with teachers.</p> <p>There is evidence of the school using a range of strategies to support interventions in learning. (RWI-literacy books are annotated consistently leading to further planned work). Differentiated learning outcomes support pupil's achievement in line with expectations.</p>	
% achieving UQ targets in maths		
% progress specific to school setting- (Jul 19 analysis of learning plan targets which specifically relate to EHCP outcomes set)	Reading – 97.2% targets met or exceeded Writing – 95.7% targets met or exceeded Speaking and Listening 93.8% targets met or exceeded Number- 87.3% targets met or exceeded	Reading - 94% targets met or exceeded Writing – 95% targets met or exceeded Speaking and Listening 94.3% targets met or exceeded Number – 92.3% targets met or exceeded

--	--	--

3.Barriers to future attainment (for pupils eligible for PP)	
Continued vigilance regarding attendance. PP pupils attendance 92.79% non-pp 92.71% (July 2019) No gap in persistent absence both groups at 17.9%	
In-school barriers	
A.	Variation in the quality T and L across the school – Teachers’ Standard 2 Curriculum Knowledge and Teachers’ Standard 6.
B.	Severe and complex needs of pupils and their ability to access the curriculum is a challenge regarding behaviour for learning, levels of therapeutic intervention, resources and staff expertise.
C.	Staff expertise in key areas of the curriculum or specialisms in aspects of SEND
External barriers	
D.	Parental involvement in home learning activities and participation in school and school events. Transport beyond school hours and when home school transport is not available. Family support of schools drive to improve attendance.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<p><b>A.</b></p>	<p>To narrow the gap in PP pupils progress towards meeting numeracy targets. Pupils in receipt of PP will make at least expected progress, those who are not making expected progress will have detailed intervention plans.</p>	<p>PP funded pupils will make expected or exceed expected targets in numeracy in line or exceeding progress made by non-PP students This will be evidenced by data tracking, book scrutiny and teacher assessment. Assessment information will be moderated in pupil progress meetings half termly and also moderated across the Trust with other similar schools.</p>
<p><b>B.</b></p>	<p>To secure expected progress for PP pupils in literacy targets. Pupils in receipt of PP will make at least expected progress in line with those pupils not in receipt of the grant, those who are not making expected progress will have detailed intervention plans.</p>	<p>Pupils in receipt of PPG will make expected or exceed expected progress in communication, reading, writing and speaking and listening. This will be evidenced by data tracking, book scrutiny and teacher assessment. Assessment information will be moderated in pupil progress meetings half termly and also moderated across the Trust with other similar schools through the Challenge Partners Hub</p>
<p><b>C.</b></p>	<p>To provide wider curriculum opportunities, specific interventions and enrichment experiences to promote wellbeing, happiness and raise aspirations, access learning as well as developing relationships with peers and adults.</p>	<p>Record of attendance and levels of engagement increase as a result of PP funded activities/opportunities. % of persistent absenteeism will stay below 20%. Pupil voice supported and encouraged, to maintain level of motivation and engagement. Behaviour Watch data show a reduction in negative behaviours. Parent and Student Voice – findings and analysis show improved perception of school, SEN Team and termly report show increased levels of progress linked to outcomes.</p>
<p><b>D.</b></p>	<p>To ensure vulnerable pupils are monitored and supported by school. Focus on parental engagement and early intervention strategies- support to be available for families who are finding it difficult to ensure that their child is in school every day if they are healthy enough to be at school.</p>	<p>Early help to be identified and provided – evidenced through the safeguarding team (CPOMS) Analysis of attendance data details improvements in parental engagement and subsequently pupil attendance. Reduction in percentage of pupils in receipt of PP who are persistent absentees. Evaluation of early intervention family strategies informs further priorities. Monitoring of referral forms and outcomes provides data on achievement of outcomes. Increased attendance of families at person centered EHCP meetings and parents’ evenings</p>

3. Planned expenditure					
Academic year		2019-20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1.To secure expected progress for PP pupils in Communication/Literacy pupils in receipt of PP will make at least expected progress in line with non PP students, those who are not making expected will have detailed intervention plans	Access to pathway specific interventions supporting communication, Specialist TA, Occupational Therapist, and OT assistant, for assessment and sensory profile. CPD, handwriting programs, muscle tone development, parental training and support. Literacy intervention groups during target time and identified time throughout the school day by Specialist TA, teachers of English and phonics specialist.	Ensure excellence for everyone in English (reading, writing and communication)- those pupils in receipt of PP funding success matches that of non PPG students Securing expected end of year/Key Stage progress for all pupils in receipt of PP. Preventing any gap between pupils starting points and age-related expectations in English. Enable all pupils in receipt of PP funding to be able to communicate effectively is part of life long learning and will support quality of life beyond school. Data on parent views inform school we should further involve parents and careers in school providing sufficient information and skills/ knowledge to support their child with the strategies within the home. As well as providing work that could be carried out at home. Termly tracking of pupil progress through the SLP and progress meetings will influence timely interventions	Pupil progress is monitored throughout school in line with Trust and School policy. Evidence is collated through internal review and presented to Trustees. Reports include summative information on further action to be undertaken to secure, maintain or drive progress further. Ongoing evaluation informs further priorities	SM	On-going review within class teams and at SEND meetings Termly review of PP strategies.  TOTAL BUDGET £10,000 allocated to communication strategies identified on SLP's £10,000 Specialist teaching assistant £3,000 training and assessments provided by Ed Psych

		<p>Evaluation of intervention strategies and their impact will enable school to change an approach to meet needs more effectively throughout the academic year.</p> <p>End of year analysis of the number of pupils meeting targets will inform future spending</p>			
--	--	---	--	--	--

End of year review	Analysis of students learning plans for reading, writing and speaking and listening.						
		<b>Pupil Premium Students</b>			<b>Non-Pupil Premium Students</b>		
		2017-18	2018-19	<b>2019-20</b>	2017-18	2018-19	<b>2019-20</b>
	Reading	90%	97.2%	<b>93.5%</b>	92.7%	94%	<b>91.4%</b>
	Writing	91%	95.7%	<b>84%</b>	91.3%	95%	<b>89.6%</b>
	Speaking and Listening	88.7%	93.8%	<b>90.8%</b>	94.1%	94.3%	<b>94.9%</b>
	All Literacy	90.3%	95.6%	<b>89.7%</b>	93.9%	94.4%	<b>91.8%</b>
<p>All students progress was negatively affected by school closures and disruption caused by COVID 19. Spring data showed that PPG students were on track to achieve 93.5% of English targets compared with 95.7% non PPG ( -2.7%) which was in line with the previous year.</p> <p>Progress did continue through the summer term as school opened up to over 50 students and teachers provided weekly telephone calls and home learning throughout the summer term, however, non Pupil Premium students met or exceeded more targets than PP students in all strands of Literacy with the exception of Reading (+2.1%). Gaps were small (-2.1% for all English) with the biggest gap in Writing (-5.6%) and Speaking and Listening (-4.1%)</p>							

<p>2. To secure expected progress for PP pupils in Mathematics. Pupils in receipt of PP will make at least expected progress, those who are not making expected progress will have detailed intervention plans.</p>	<p>Implement math's intervention groups across school.          Training and assessment from Ed P to diagnose specific numeracy difficulties.          Allocated time from improvement leader to evaluate data in depth with pathway leads and inform interventions further.          Intervention support specifically target key weaknesses individually and provide support across a school day.          Appropriate resources and training researched and implemented.          Transition meetings to plan interventions and support progression across Key Stages.          Parent information on math's strategies to support home learning.          Appropriate homework activities provided to families.          Further developing a 'quality math's curriculum'</p>	<p>Increased the rates of progress in mathematics for those pupils in receipt of PP funding.          Secured expected end of year/Key Stage progress for all pupils in receipt of PP.          Reduced gap between pupils starting points and age related expectations in Mathematics through curriculum coverage and progression through stages.          Providing parents and carers with sufficient information, skills and knowledge to support their child with the strategies pupils are using in school.</p>	<p>Pupil progress is monitored throughout school in line with Trust and School policy. Evidence is collated through internal review and presented to Trustees. Reports include summative information on further action to be undertaken to secure, maintain or drive progress further.          Ongoing evaluation informs further priorities.          Qualifications results.          Further review of math's diagnostic and gaps analysis through diagnostic and mastery assessment.</p>	<p>SM</p>	<p>As above.           TOTAL BUDGET          £20,000 allocated to numeracy strategies identified on SLP's          £5k training and resources          £5k TA support for interventions</p>
---	---	---	---	-----------	---

Total budget cost

£23,643

End of year review

Analysis of students learning plans for All Maths

	Pupil Premium Students			Non-Pupil Premium Students		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
All maths	90.1%	87.3%	91.2%	95.2%	92.3%	88.7%

Progress towards targets was significantly affected in the summer term due to Covid 19 with 16,7% for PPG and 17,4% non PPG not met. Despite this interventions and focused target setting meant that PPG students out performed non PPG students with a positive gap of 2.5%. PPG students also made more progress than in the previous two years while non pupil premium's performance was lower than the previous two years.

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
-----------------	------------------------	---	---	------------	--------------------------------------

<p>1. To ensure no attendance gap between those pupils in receipt of Pupil Premium and those not. To provide wider curriculum opportunities and enrichment experiences to promote wellbeing, happiness and raise aspirations.</p> <p>2. To work effectively with vulnerable families to ensure pupils are able to access high quality teaching, through good attendance to school and increasingly improved behaviour to learn.</p>	<p>Behaviour lead and Allocated staff to support attendance strategies. (£10k)</p> <p>Emotion Coaching training for 4 academy staff</p> <p>Teachers action research supported to develop the use and impact of intervention strategies.</p> <p>Access to after School clubs and outdoor learning Challenge and Rights Respecting Schools Awards enrichment weeks</p> <p>Residential Visits – planned visits for 2015/16.</p> <p>Student Councils to continue to provide a forum for student voice. ( Celebration and reward activities.</p>	<p>1. To ensure equity of experiences and opportunities for those pupils in receipt of PP and their peers. To enhance the life experiences of pupils in receipt of PP. To raise the aspirations of pupils in receipt of PP. To improve the health and wellbeing of pupil in receipt of PP through access to sports and fitness clubs. To improve the cultural understanding and development of pupils in receipt of PP through access to theatre, performance and music.</p> <p>2. To increase the attendance rates for those pupils in receipt of PP. To decrease the number of persistent absentees in receipt of PP. To reduce the number of behaviour incidents of those in receipt of PP. To provide pupils and their families with tailored support and early intervention strategies for attendance, welfare and behaviour. To ensure that safeguarding all pupils is paramount.</p>	<p>Evaluation of the impact of detailed strategies to take place in Feb 2020</p> <p>Daily follow up of PPG non-attenders. Improved engagement of families in school based activities.</p> <p>SLT to continue to prioritise attendance and support staff to ensure relationships between families and school and pupils and school remain are strengthened further.</p> <p>Academy staff and transport used to support students and families to get into school.</p> <p>Record of attendance and distribution of PP expenditure on activities/opportunities.</p> <p>% of persistent absenteeism.</p> <p>Parent surveys – findings and analysis. Pupil Voice – analysis of data and further interventions to address needs.</p> <p>Impact of Behaviour Manager and attendance officers show trends in increased attendance</p>	<p>SM and SEN Team</p>	<p>Termly</p>
---	---	---	--	------------------------	---------------



<b>Total budgeted cost</b>					£16,320																					
End of year review	<p>Attendance and persistent absence rates increased across the academy compared to the previous academic year. Data for 2019-20 covers only two terms as school was closed due to Covid 19 in the summer term. The attendance of PPG students has seen the greatest decrease and gaps increased -3.38% Persistent absence has also increased partly due to anxiety related to COVID 19. Persistent absence was over the 20% target in Spring and PPG pupils accounted for 69% of the group which is slightly higher than the ratio of PPG to non PPG.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Pupil Premium Students</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Attendance 2017-18</td> <td>91.67%</td> <td>94.12%</td> </tr> <tr> <td>Attendance 2018-19</td> <td>92.79%</td> <td>92.71%</td> </tr> <tr> <td><b>Attendance 2019-20</b></td> <td><b>89.44%</b></td> <td><b>92.82%</b></td> </tr> <tr> <td>Persistent Absence 2017-18</td> <td>24.86%</td> <td></td> </tr> <tr> <td>Persistent Absence 2018-19</td> <td>17.9%</td> <td></td> </tr> <tr> <td><b>Persistent Absence 2019-20</b></td> <td colspan="2">25% ppg students 18/26 (69%)</td> </tr> </tbody> </table> <p>Behaviour</p> <p>The number of incidents of challenging behaviours has decreased significantly compared to the previous academic year, There were significantly fewer incidents recorded for PPG students than non during the academic year.</p> <p>During lockdown, vulnerable families were supported with at least one phone call per week by Class teacher as well as weekly calls by the safeguarding team. All families requesting support of a school place were granted with over 50 students supported in school during lockdown to provide education and support for welfare.</p> <p>The academy maintained communication and support with the MDT including OT, SaLT and social care.</p>						Pupil Premium Students	Non PP	Attendance 2017-18	91.67%	94.12%	Attendance 2018-19	92.79%	92.71%	<b>Attendance 2019-20</b>	<b>89.44%</b>	<b>92.82%</b>	Persistent Absence 2017-18	24.86%		Persistent Absence 2018-19	17.9%		<b>Persistent Absence 2019-20</b>	25% ppg students 18/26 (69%)	
	Pupil Premium Students	Non PP																								
Attendance 2017-18	91.67%	94.12%																								
Attendance 2018-19	92.79%	92.71%																								
<b>Attendance 2019-20</b>	<b>89.44%</b>	<b>92.82%</b>																								
Persistent Absence 2017-18	24.86%																									
Persistent Absence 2018-19	17.9%																									
<b>Persistent Absence 2019-20</b>	25% ppg students 18/26 (69%)																									

#### 4. Additional detail

In this section you can annex or refer to **additional** information, which you have used to inform the statement above.

