

## Pupil Premium Strategy- Portland Academy in 2020-21

| 1. Summary information                        |                  |                                  |   |  |  |
|---|------------------|----------------------------------|---|--|--|
| School  | Portland Academy |                                  |   | Type of SEN                                    | SLD/<br>PMLD/ASC                           |
| Academic Year                                 | 2019/20          | Total PP budget                  | 56 students at £935<br>£53,295+ 5,320= 58,615 | Date of most recent PP Review                  | July 2020                                  |
| Total number of pupils- compulsory school age | 106 (Sept 20)    | Number of pupils eligible for PP | 57 (including 9 LAC)                          | Date for next internal review of this strategy | Interim Feb 2021<br>Final review July 2021 |
| Total LAC                                     | 9 (8 eligible)   | Funding after top slice          | £1600 per pupil<br>£5,320                     |  |  |

| 2.Current attainment  |   |   |
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|   | <i>Pupils eligible for PP (your school)</i>   | <i>Pupils not eligible for PP</i>   |
| <b>% achieving UQ targets in communication</b>  | <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> |   |
| <b>% achieving UQ targets in maths</b>  |   |   |
| <b>% progress specific to school setting- (Jul 20 analysis of learning plan targets which specifically relate to EHCP outcomes set)</b> | Reading –93.5 % targets met or exceeded<br>Writing – 84% targets met or exceeded<br>Speaking and Listening 90.8% targets met or exceeded<br>Number- 91.2% targets met or exceeded   | Reading – 91.4% targets met or exceeded<br>Writing – 89.6% targets met or exceeded<br>Speaking and Listening 94.9% targets met or exceeded<br>Number –88.7% targets met or exceeded |

| <b>3.Barriers to future attainment (for pupils eligible for PP)</b>  |   |
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| Continued vigilance regarding attendance. PPG 89.4% Non PPG 92.82 (Spring 2020 due to school closures as a result of COVID) persistent absence |   |
| <b>In-school barriers</b>  |   |
| <b>A.</b>  | Variation in the quality T and L across the school – Teachers’ Standard 2 Curriculum Knowledge and Teachers’ Standard 6.  |
| <b>B.</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.   |
| <b>C.</b>  | Staff expertise in key areas of the curriculum or specialisms in aspects of SEND  |
| <b>External barriers</b>   |   |
| <b>D.</b>  | Parental involvement in home learning activities and participation in school and school events.<br>Transport beyond school hours and when home school transport is not available.<br>Family support of schools drive to improve attendance. |

| <b>2. Outcomes</b> |  |  |
|--------------------|--|--|
|                    | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>          | To ensure no 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.   | 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.  |
| <b>B.</b>          | 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. | Pupils in receipt of PPG will make expected or exceed expected progress in communication, reading, writing and speaking and listening.<br>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 |
| <b>C.</b>          | To provide wider curriculum opportunities, specific interventions and enrichment experiences   | Record of attendance and levels of engagement increase as a  |

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|                  | <p>to promote wellbeing, happiness and raise aspirations, access learning as well as developing relationships with peers and adults.</p>  | <p>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   |  |   |   |            |  |
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| Academic year  |  | 2020-21   |   |            |  |
| 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<br>Securing expected end of year/Key Stage progress for all pupils in receipt of PP.<br>Preventing any gap between pupils starting points and age-related expectations in English.<br>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.<br>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<br>Termly review of PP strategies.<br><br>TOTAL BUDGET<br>£10,000 allocated to communication strategies identified on SLP's<br>£10,000 Specialist teaching assistant<br>£3,000 training and assessments provided by Ed Psych |

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|  |  | <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> |  |  |  |
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| Feb review  |                   |  |  |   |   |
|   |                   | Expected progress or better<br>Reading | Expected progress or better<br>Writing | Expected Progress or better<br>Speaking and Listening | Expected Progress or better<br>Communication (Pathway 1<br>students only) |
|   | Pupil Premium     | 97.9%                                  | 95.6%                                  | 87.7%   | 80%   |
|   | Non Pupil Premium | 97.4%                                  | 94.1%                                  | 94.3%   | 88.2%   |
|   | Gap               | 0.5%                                   | 1.5%                                   | 6.6%  | 8.2%  |
| <p>Evidence from evaluated learning plans set for Autumn term shows the gap in writing has been closed however we now have a gap in speaking and listening. These targets will be the focus for additional interventions for those students who are not making the progress expected- these interventions will be supported by an individual catch up plan.</p> |                   |  |  |   |   |

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| <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.<br/>         Training and assessment from Ed P to diagnose specific numeracy difficulties.<br/>         Allocated time from improvement leader to evaluate data in depth with pathway leads and inform interventions further.<br/>         Intervention support specifically target key weaknesses individually and provide support across a school day.<br/>         Appropriate resources and training researched and implemented.<br/>         Transition meetings to plan interventions and support progression across Key Stages.<br/>         Parent information on math's strategies to support home learning.<br/>         Appropriate homework activities provided to families.<br/>         Further developing a 'quality math's curriculum'</p> | <p>Increased the rates of progress in mathematics for those pupils in receipt of PP funding.<br/>         Secured expected end of year/Key Stage progress for all pupils in receipt of PP.<br/>         Reduced gap between pupils starting points and age related expectations in Mathematics through curriculum coverage and progression through stages.<br/>         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.<br/>         Ongoing evaluation informs further priorities.<br/>         Qualifications results.<br/>         Further review of math's diagnostic and gaps analysis through diagnostic and mastery assessment.</p> | <p>SM</p> | <p>As above.<br/><br/>         TOTAL BUDGET<br/>         £20,000 allocated to numeracy strategies identified on SLP's<br/>         £5k training and resources<br/>         £5k TA support for interventions</p> |
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|                   |         |
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| Total budget cost | £23,643 |
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|   |                   |                                       |   |
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| End of year review  |                   | Expected progress or better<br>Number | Expected progress or better<br>Cognition (pathway one only) |
|   | Pupil Premium     | 91,2%                                 | 73.3%   |
|   | Non Pupil Premium | 94.2%                                 | 88.2%   |
|   | Gap               | 3%                                    | 14.9%   |
| <p>Slight negative gap will be addressed through catch up plans to support learning plan targets not achieved. The larger gap in pathway one is a result of a very small group of students/ and targets and although the gap is concerning again this will be addressed through catch up plans and any additional resources or interventions identified and costed.</p> |                   |                                       |   |

|                             |                               |  |  |                   |   |
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| <b>ii. Targeted support</b> |                               |  |  |                   |   |
| <b>Desired outcome</b>      | <b>Chosen action/approach</b> | <b>What is the evidence &amp; rationale for this choice?</b> | <b>How will you ensure it is implemented well?</b> | <b>Staff lead</b> | <b>When will you review implementation?</b> |

|   |   |   |  |                        |               |
|---|---|---|--|------------------------|---------------|
| <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.<br/>To enhance the life experiences of pupils in receipt of PP.<br/>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.<br/>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.<br/>To decrease the number of persistent absentees in receipt of PP.<br/>To reduce the number of behaviour incidents of those in receipt of PP.<br/>To provide pupils and their families with tailored support and early intervention strategies for attendance, welfare and behaviour.<br/>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> |
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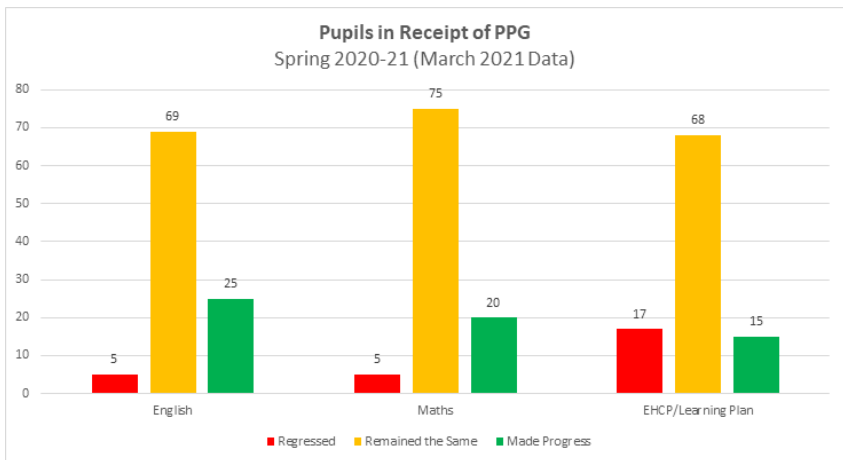
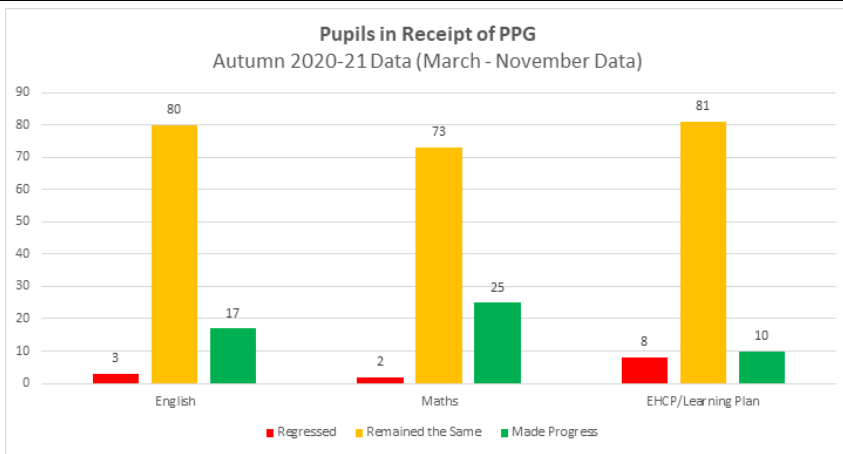
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| <b>Total budgeted cost</b> |  |  |  |  | £8,315 |
|----------------------------|--|--|--|--|--------|

|  |                        |                                |                 |                               |                            |                 |
|--|------------------------|--------------------------------|-----------------|-------------------------------|----------------------------|-----------------|
| Feb review   | PA autumn whole school | PA autumn compulsory           | PA PPG          | PA NOVEMBER 2020 whole school | PA NOVEMBER Compulsory age | PA NOVEMBER PPG |
|  | 47/174<br>27%          | 31/47<br>66%<br>(31/105 = 29%) | 19/31<br>61.29% | 36/174<br>20.6%               | 22/36<br>61%               | 12/22<br>54%    |
|  |                        |                                |                 |                               | 19/60 all PPG<br>31%       |                 |
| <p>Although attendance is low this year compared to previous years COVID has had a big impact in terms of absence relating to anxiety of parents and students coming into school. PA has increased however there are a greater proportion with PA in the non ppg group than in the PPG group</p> |                        |                                |                 |                               |                            |                 |

**4. Additional detail**

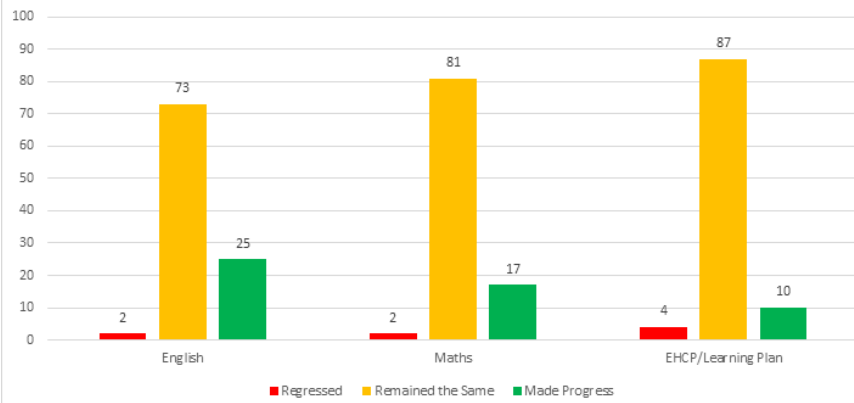
In this section you can annex or refer to **additional** information, which you have used to inform the statement above.

The information included in this section takes into account assessment information from assessment frameworks developed by the Trust in English and Maths. The data considers the impact of school closure and has also informed COVID catch up grant allocation.



Students in receipt of the grant made more progress during the second school closure after being assessed in March than their peers who were not in receipt of the grant, however greater numbers of these students regressed. This is particularly the case in terms of EHCP/Learning Plan.

**Pupils NOT in Receipt of PPG**  
Spring 2020-21 (March 2021 Data)



**Pupils NOT in Receipt of PPG**  
Autumn 2020-21 (March - November 2020 Data)

