

## Portland Academy Pupil premium strategy statement 2021-2022

### School overview

Detail	Data
School name	Portland Academy
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	58.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1
Date this statement was published	28/09/21
Date on which it will be reviewed	Jan 2022
Statement authorised by	
Pupil premium lead	S.Murphy
Governor / Trustee lead	L.Watson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,660
Recovery premium funding allocation this academic year	£15,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,030

### Part A: Pupil premium strategy plan

#### Statement of intent

Our objectives for disadvantaged pupils are to be able to provide them with the same opportunities, experiences and chances of success as their non-disadvantaged counterparts. We feel strongly that no child's opportunities at school should be restricted because of their socio-economic background. This includes academic achievement and progress, accreditation and qualification, exposure to social

and cultural experiences, good physical and mental health, and development of social and emotional literacy.

Many of our students are from complex backgrounds that have been made more difficult since the pandemic. This may have impacted upon literacy and social skills, lack of engagement with remote education, lack of exposure to social and cultural experiences, poor physical and mental health. In order to address these wide and varying needs, our pupil premium strategy plan is multifaceted.

Our Strategic Plan, written in 2020 planned to address some of the predicted outcomes of the pandemic. Our plan sets out how we will support young people in terms of the recovery curriculum and our focus on emotional and mental well-being. Our Strategic Plan also has clear areas for academic improvement. In particular, addressing improvements in reading and literacy development. The curriculum has narrowed over the past two years, with reduced access to community and reduced specialist teaching. This is an area we want to change, whilst retaining some of the benefits from reduced transitions and online teaching. We aim to reintroduce activities outside of the conventional school day as well as exposure to cultural experiences that have not been available to them.

We also continue to invest in valuable work with our multi-disciplinary teams, Educational Psychologists, CAMHS/CYPS, Occupational Therapists, Speech and Language Therapists and our own teams who are there to provide behavioural support, support for physical and mental health needs, as well as attendance issues that are specific to our learners' contexts.

Our key principles of collaboration means that much of our planned work will come from our leadership teams working across the Trust and our use of Trust wide resources. Our learners must be able to achieve good qualifications that will support life chances, whilst being able to develop independence, work related skills and self-confidence that will enable them to have a brighter future after their time in our Trust.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy skills and a love of reading
2	Numeracy skills
3	Behaviour and social skills
4	Attendance
5	Lack of exposure to social and cultural experiences

6	Community engagement and employability
7	Parental engagement
8	Wide range of additional SEND needs

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance to be in line with academy target	Attendance in line or better than nonPP learners attending the Academy and will be in line with or exceed national and regional data and Trust key performance indicators. Clear strategies in place to improve attendance for students who are persistently absent.
Improved literacy skills including communication, reading, writing and spelling	At least 90% of students will make expected progress in English. Bespoke Literacy assessments will be utilised to chart developments in individual improvements as well as evaluating the impact of intervention strategies.
Improved numeracy skills	At least 90% of students will make expected progress in maths. Improved numeracy skills – assessed on entry and improvements measured using internal assessments.
Progress data in line with non-PP students	Curriculum data indicates students are on track to achieve targets (Trust target setting) and that there is no difference between PP and non PP students. Where they are not, staff are putting in place interventions.
Improve the behaviour/ regulation and well-being of pupils	Reduced exclusion rates, and improved behaviour data for students. Solution circles implemented and result in clear interventions that are measurable, tracked and regularly reviewed for sustained impact. Increased wellbeing of students reported in parent and student surveys.
Community engagement and employability	Student voice, attendance at clubs, trips and visits and intervention data affect positive outcomes in attendance, and progress measures. All students fully engage in CEAIG including work experience where appropriate. Social media, school apps and virtual meetings support engagement of parents and wider community.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Professional development meetings, partnership working and monitoring of the implementation of the curriculum and its intent by senior leaders, trust leaders and pathway leads.</i></p> <ul style="list-style-type: none"> <li>• For example developing the love of reading ensuring guided reading provides challenging texts and vocabulary to apply in their writing across a range of subjects.</li> <li>• Developing understanding of phonics through research</li> <li>• Developing mathematical subject knowledge</li> <li>• Supporting teachers to use robust teacher assessment in all subjects so knowledge is being developed and secured by all learners.</li> <li>• NPQ programmes to further support development of leaders.</li> <li>• Online CPD to support training- "Guide"</li> <li>• School IP utilised as a tool to support appraisal and development of teachers.</li> </ul> <p><i>Training for teachers and leaders in strategies to develop reading</i></p>	<p>Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and "the same knowledge and cultural capital the need to succeed in life"</p> <p>EEF toolkit- reading comprehension Phonics Oral language interventions Research and reflective practice <i>ARC training</i> <i>Trauma/ attachment/ emotion coaching toolkits.</i></p>	<p>1,2</p>

<p><i>including whole class reading and RWI.</i></p> <p><i>Coaching observations and team teaching.</i></p>		
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 22,030

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Continue to provide a range of pathway specific evidence based targeted and universal SaLT interventions.</i></p> <p><i>This draws on timely assessment strategies identifying disadvantaged pupils, including cultural groups, and more able students who are identified as not making expected progress.</i></p> <ul style="list-style-type: none"> <li>• <i>Termly progress meetings identify individuals and set key actions for progress</i></li> <li>• <i>Peer Communication reviews by Trust leads as well as SaLT team maintain standards of interventions.</i></li> <li>• <i>Early interventions for new students to the Academy and country</i></li> </ul>	<p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support teachers at all levels to deliver targeted support to each pathway.</p> <p>Ongoing assessment information demonstrated that disadvantaged pupils proficiency in English impedes their access to the curriculum.</p> <p>Pupil and parent voice for example reported on CPOMS indicates disengagement with learning at home from students in specific cultural groups.</p>	1,2
<p><i>Learning plan targets are set at the beginning of each term linked directly to EHCP outcomes.</i></p> <ul style="list-style-type: none"> <li>• <i>Pathway leads, teacher appraisers and SLT ensure targets set are robust, individual targets.</i></li> <li>• <i>Pupil Progress Reviews take place on a termly basis.</i></li> <li>• <i>Identified strategies to promote progress of students not meeting expectations are identified early and provided with opportunities in class and</i></li> </ul>	<p>Identification of those individual areas where disadvantaged pupils are under performing to provide targeted support in order to accelerate progress.</p>	1,2,3

through wider experiences to accelerate progress.		
<p><i>Communication intervention team to support targeted PPG pupils in all year groups- including reading intervention.</i></p> <ul style="list-style-type: none"> <li>Monitoring on a termly basis through progress meetings and data collection</li> </ul>	Communication interventions including reading interventions have a proven impact on narrowing the gap.	1,6
<p><i>Additional support identified in learning plans for disadvantaged students in key year groups, particularly transition years (year 7, 9 and 11) to ensure they are closing the gap with their peers through identified resources or additional staff support.</i></p>	Historic data suggests that disadvantaged students in these year groups are working below their peers. This is linked to proficiency in communication and language development which impedes their access to the curriculum as well as disengagement.	1,2,3,4,5,6
<p><i>Dedicated TA support delivering interventions.</i></p> <p><i>Communication,</i></p> <p><i>Behaviour,</i></p> <p><i>Emotional regulation</i></p> <p><i>Therapeutic interventions</i></p> <p><i>Work experience</i></p> <p>Pre and post assessments of interventions accompanied by maintain the gains checks after completion of interventions.</p>	Trained staff are able to deliver targeted interventions with individuals and smaller focused groups.	1,2,3,6

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Maintaining enrichment opportunities across the school, including outdoor education, forest schools,</i></p> <p><i>Visits and visitors, residential experiences lunch and after school clubs.</i></p> <ul style="list-style-type: none"> <li>Educational visits planned in advance and poverty proofed.</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantages pupils</p>	3,5,6

<ul style="list-style-type: none"> <li>• Termly monitoring of wider curriculum provision to ensure engagement of disadvantaged students</li> <li>• Lesson observations and learning walks show learning is linked back to the classroom e.g. wider vocabulary.</li> <li>• Evidence from work scrutiny and SMSC grid maker demonstrates pupils ability to draw on broader experiences.</li> </ul>		
<p>Parental engagement embedded across the whole school to target parents in key disadvantaged groups including cultural groups,</p> <ul style="list-style-type: none"> <li>• <i>Positive calls home from Teachers and pastoral team, use of teams to engage parents with work at home and engagement with school,</i></li> <li>• <i>including training offer for parents- emotion coaching and attachment.</i></li> </ul>	<p>Internal assessment information shows that certain groups of students are not making expected progress particularly KS4 Maths and KS3 Writing</p> <p>Impact Ed survey shows wellbeing scores significantly lower for PPG students</p> <p>Attendance of PPG students is lower than non PPG and persistent absence higher</p>	1,2,3,4,5,6
<p>Embed the Emotion coaching approach across the academy</p>	<p>Students who find it difficult to regulate their emotions may lead to a barrier to their learning.</p> <p>Appropriately trained staff can achieve successful results in supporting and managing challenging behaviours.</p>	
<p>Attendance and welfare team target disadvantaged families to improve attendance in line with non PPG students.</p>	<p>Attendance team targeted to maintain and improve levels of attendance to impact upon wellbeing and academic achievement</p>	4
<p><i>Access to sensory circuits and OT interventions to ensure wellbeing and readiness for work</i></p>		3

**Total budgeted cost: £ 65,030**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**See evaluated PPG report 2020/ 21**

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider



## Further information (optional)

### January review of learning plan data

Learning plan summary Autumn term 2021															
<b>Secondary</b>															
3	Reading			Writing			Speaking and Listening			Communication			All English		
4	Met	28	31.8%	Met	25	28.4%	Met	42	47.7%	Met	6	20.0%	Met	101	34.4%
5	Partially met	53	60.2%	Partially met	57	64.8%	Partially met	41	46.6%	Partially met	19	63.3%	Partially met	170	57.8%
6	Not Met	7	8.0%	Not Met	6	6.8%	Not Met	5	5.7%	Not Met	5	16.7%	Not Met	23	7.8%
7		88			88			88			30			294	
8															
9	Number			Cognition			All Maths								
10	Met	36	39.6%	Met	4	16.7%	Met	40	34.8%						
11	Partially met	48	52.8%	Partially met	19	79.2%	Partially met	67	58.3%						
12	Not Met	7	7.7%	Not Met	1	4.2%	Not Met	8	7.0%						
13		91			24			115							
14															
<b>PPG</b>															
16	Reading			Writing			Speaking and Listening			Communication			All English		
17	Met	16	30.8%	Met	16	30.8%	Met	27	50.9%	Met	3	18.8%	Met	62	35.8%
18	Partially met	31	59.6%	Partially met	33	63.5%	Partially met	23	43.4%	Partially met	11	68.7%	Partially met	98	56.6%
19	Not Met	5	9.6%	Not Met	3	5.8%	Not Met	3	5.7%	Not Met	2	12.5%	Not Met	13	7.5%
20		52			52			53			16			173	
21															
22	Number			Cognition			All Maths								
23	Met	22	40.7%	Met	1	7.7%	Met	23	34.3%						
24	Partially met	27	50.0%	Partially met	11	84.6%	Partially met	38	56.7%						
25	Not Met	5	9.3%	Not Met	1	7.7%	Not Met	6	9.0%						
26		54			13			67							
27															
<b>Non PPG</b>															
29	Reading			Writing			Speaking and Listening			Communication			All English		
30	Met	12	33.3%	Met	9	25.0%	Met	15	41.7%	Met	3	21.4%	Met	39	32.0%
31	Partially met	22	61.1%	Partially met	24	66.7%	Partially met	19	52.8%	Partially met	8	57.1%	Partially met	73	59.8%
32	Not Met	2	5.6%	Not Met	3	8.3%	Not Met	2	5.6%	Not Met	3	21.4%	Not Met	10	8.2%
33		36			36			36			14			122	
34															
35	Number			Cognition			All Maths								
36	Met	14	36.8%	Met	3	27.3%	Met	17	34.7%						
37	Partially met	22	57.9%	Partially met	8	72.7%	Partially met	30	61.2%						
38	Not Met	2	5.3%	Not Met	0	0.0%	Not Met	2	4.1%						
39		38			11			49							
40															
41															

The strongest strand of English in terms of meeting targets has been Speaking and Listening although there is not a significant difference between the strands- "Communication" is the weakest area however this is a very small number of targets from pathway 1 communication targets.

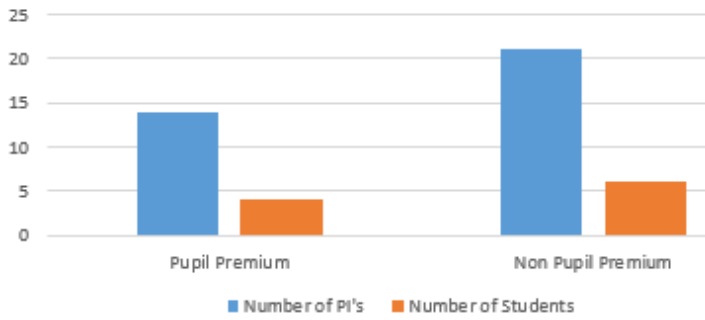
No significant difference in the performance of Maths vs English targets on learning plans.

Those students in receipt of the pupil premium grant have done a little better in English than non ppg students however they did not do as well when compared to non-pupil premium students' Maths targets.

Most impact of PPG can be seen in writing and Speaking and Listening.

*Behaviour*

Graph to show Physical Interventions by Pupil Premium, Non Pupil Premium and number of Students



*Pupil premium students were involved in fewer serious incidents of crisis behaviour than non pupil premium students in the Autumn term.*

**Autumn Term Attendance by those in receipt of the Pupil Premium Grant**

	Pupil Premium	Non Pupil premium
Autumn 2020	86.22%	91.26%
Autumn 2021	86.47%	90.33%