

Portland Academy Pupil premium strategy statement 2022-2023

School overview

Detail	Data
School name	Portland Academy
Number of pupils in school	117 (secondary)
Proportion (%) of pupil premium eligible pupils	56.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	28/09/22
Date on which it will be reviewed	Jan 2023
Statement authorised by	S.Common
Pupil premium lead	S.Murphy
Governor / Trustee lead	L.Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,010
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65,010

Part A: Pupil premium strategy plan

Statement of intent

Ascent Trust; As we come out of the pandemic, we are getting a much clearer picture of the impact the pandemic has had on our most vulnerable young people. Attendance rates are showing a substantial gap in our secondary provisions between our disadvantaged children and our non-

disadvantaged. Rates of persistent absenteeism are of particular concern and we need to work within our new attendance policy to identify creative ways to reduce persistent absenteeism rapidly.

There are challenges in progress rates across the Trust where we need to close gaps, particularly in literacy and communication. All our schools have a focus on oracy, reading and writing as part of their improvement plans and we will be particularly focus on outcomes for our disadvantaged young people, ensuring quality first teaching, whilst also ensuring that our teachers are well-trained and subject leadership and understanding of the curriculum are strong. We are also investing in Speech and Language Assistants across our schools who will be vital in ensuring our communication strategy is well-delivered.

There are no significant gaps in behavioural data for our young people because we direct PPG funds to support sensory regulation and ensure that all our colleagues are well-trained in de-escalation and the use of emotion coaching. We have moved away from a bought in service for OT to appointing our own team. We will be using PPG funding to ensure that this change is well-managed and ensure that there is seamless provision for our young people.

Finally, we are developing a programme in each academy that aims to develop even closer parent partnerships that impact positively on outcomes for young people. This will ensure that all children have advocates, that we share progress from home and from school and develop a sound understanding about the needs of each and every child.

At Portland Academy 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.

Our Strategic Plan, written in 2022 aims to support our young people in terms of the recovery curriculum, our focus on emotional and mental well-being and poverty proofing opportunities in light of the cost of living crisis. Our Strategic Plan also has clear areas for academic improvement. In particular, addressing improvements in reading and literacy development, communication as a whole, skills development and some areas of mathematics and cognition so students can make progress in core areas of the curriculum. Sensory input is key to our students as it allows them to be regulated and therefore able to access their learning. Regulation is a multifaceted approach which incorporates Occupational Therapy and our Behaviour Intervention Lead with a focus on viewing behaviour as a form of communication and supporting this through Emotion Coaching and targeted class support/ interventions.

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"> For example developing the love of reading ensuring 	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”	1,2

<p>guided reading provides challenging texts and vocabulary to apply in their writing across a range of subjects.</p> <ul style="list-style-type: none"> • Developing understanding of phonics through research • Developing mathematical subject knowledge • Supporting teachers to use robust teacher assessment in all subjects so knowledge is being developed and secured by all learners. • NPQ programmes to further support development of leaders. • Online CPD to support training- “Guide” • School IP utilised as a tool to support appraisal and development of teachers. <p><i>Training for teachers and leaders in strategies to develop reading including whole class reading and RWI.</i></p> <p><i>Coaching observations and team teaching.</i></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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	<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</p>	<p>1,2</p>

<ul style="list-style-type: none"> • Termly progress meetings identify individuals and set key actions for progress • Peer Communication reviews by Trust leads as well as SaLT team maintain standards of interventions. • Early interventions for new students to the Academy and country 	<p>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>	
<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"> • Pathway leads, teacher appraisers and SLT ensure targets set are robust, individual targets. • Pupil Progress Reviews take place on a termly basis. • Identified strategies to promote progress of students not meeting expectations are identified early and provided with opportunities in class and through wider experiences to accelerate progress. 	<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
<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"> • Monitoring on a termly basis through progress meetings and data collection 	<p>Communication interventions including reading interventions have a proven impact on narrowing the gap.</p>	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>	<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.</p>	1,2,3,4,5,6
<p><i>Dedicated TA support delivering interventions.</i></p> <p><i>Communication,</i></p> <p><i>Independence</i></p>	<p>Trained staff are able to deliver targeted interventions with individuals and smaller focused groups.</p>	1,2,3,6

<i>Behaviour,</i> <i>Emotional regulation</i> <i>Therapeutic interventions</i> <i>Work experience</i> Pre and post assessments of interventions accompanied by maintain the gains checks after completion of interventions.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maintaining enrichment opportunities across the school, including, outdoor education, forest schools,</i> <i>Visits and visitors, residential experiences breakfast, lunch and after school clubs.</i> <ul style="list-style-type: none"> • Educational visits planned in advance and poverty proofed. • Termly monitoring of wider curriculum provision to ensure engagement of disadvantaged students • Lesson observations and learning walks show learning is linked back to the classroom e.g. wider vocabulary. • Evidence from work scrutiny and SMSC grid maker demonstrates pupils ability to draw on broader experiences. 	<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
Parental engagement embedded across the whole school to target parents in key disadvantaged groups including cultural groups, <ul style="list-style-type: none"> • <i>Positive calls home from Teachers and pastoral team, use of teams to engage parents with work</i> 	Internal assessment information shows that certain groups of students are not making expected progress particularly KS4 Maths and KS3 Writing	1,2,3,4,5,6

<p><i>at home and engagement with school,</i></p> <ul style="list-style-type: none"> • <i>including training offer for parents- emotion coaching and attachment.</i> • <i>Attend framework training and implementation of strategy for selected students with PA</i> 	<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>	
<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 using the attend framework 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: £ 65,010

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 2021to 2022 academic year.

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)