

Portland Academy Pupil premium strategy statement 2023-24

School overview

Detail	Data
School name	Portland Academy
Number of pupils in school	135 (secondary)
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	
Date on which it will be reviewed	December 2024
Statement authorised by	S Murphy
Pupil premium lead	K. Hart
Governor / Trustee lead	L. Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,520
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	£74,520

Part A: Pupil premium strategy plan

Statement of intent

Attendance rates are showing a substantial gap in our secondary provisions between our disadvantaged children and our non-disadvantaged (5% difference). Rates of persistent absenteeism are of particular concern, and we continue to work within our new attendance policy to identify creative ways to reduce persistent absenteeism.

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.

What is significant about our behaviour data is that there while there are a greater number of incidents involving students in receipt of PPG, there are fewer children involved, in particularly year 7s. This indicates that this group of learners are struggling to maintain self-regulation strategies. A focus on the transition of year 6 children will support colleagues in having a greater understanding of the strategies required which best suit new students. This will include directing PPG funds to support sensory regulation programmes and ensure that all our colleagues are well-trained in de-escalation and the use of emotion coaching. As we develop our Learning Outside the Classroom ethos further colleague training in this area aims to improve physical and mental well-being, thus reducing incidents of dysregulation. We have moved away from a bought in service for the sensory processing elements of 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 we are working towards achieving the Families First Quality Award (cost (£2,520 inc. VAT). This will ensure that all children have advocates, that we share progress from home and school and develop a sound understanding about the needs of each child. This will involve training in and the acquiring of relevant technology and software to increase ways in which we involve guardians in the monitoring and review of learner targets.

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, development of social and emotional literacy and having high personal aspirations. Capturing student voice can be a challenge when considering the communication needs of our learners, and having further vulnerabilities or disadvantages can compound the ability to articulate a young person's thoughts, wishes and concerns. Work has been done to resource appropriate, accessible software and we have invested in the Mind of My Own (MOMO Express) app to facilitate this (cost £2,818).

Our Strategic Plan, written in 2023 aims to support our young people in terms of our focus on emotional and mental well-being and poverty proofing opportunities considering the cost-of-living crisis. Our Strategic Plan also has clear areas for academic improvement, particularly addressing reading and literacy development, communication as a whole, skills development and some areas of cognition so students can make progress in core areas of the curriculum. The implementation of a new curriculum focussing on communication, cognition, physical development and PSHE will increase

opportunities for learners to work in greater depth on individual EHCP targets. In response, targeted CPD will develop a skilled workforce to ensure individual outcomes for disadvantaged students are met. 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, VI and HI Teachers, the Health Transition Team 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 principle 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 solid 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
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Attendance to be in line with academy target	Attendance in line or better than non PP 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 Communication. 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 cognition 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. Colleagues are well-trained and equipped to manage the emotional regulation of children in their class. They know who to go to for additional expert advice and support. 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. Extended use of the school grounds is effective as learners can transfer self-regulation skills to various settings, preparing them for community access.
Community engagement and employability	Student voice, attendance at clubs, trips and visits and intervention data effect positive outcomes in attendance, and progress measures. Where appropriate students fully engage in CEAIG including work experience. Social media, recording and assessment apps support the engagement of parents and wider community. Increased access to transport gives all groups opportunities for community learning.

	Increased numbers of young people travelling independently.
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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: £ 32,000

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 guided reading provides challenging texts and vocabulary to apply in their writing across a range of subjects. • Developing understanding of phonics through research • Developing mathematical and cognition subject knowledge • Supporting teachers to use robust teacher assessment in all subjects so knowledge is being developed and secured by all learners. • ECT and Liberating Leadership programmes to 	<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>	1,2

<p>further support development of leaders.</p> <ul style="list-style-type: none"> • Online CPD to support training- “Guide” • Introduction of <i>Growing Great People</i> - a coaching model to develop reflection, growth and improvement. <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>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,000

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> <ul style="list-style-type: none"> • <i>Termly progress meetings identify individuals and set key actions for progress</i> • 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>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>	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"> • Pathway leads, teacher coaches and SLT ensure 	<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>targets set are robust, individual targets.</p> <ul style="list-style-type: none"> • 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><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><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>	<p>Trained staff are able to deliver targeted interventions with individuals and smaller focused groups.</p>	1,2,3,6

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

Budgeted cost: £17,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Maintaining enrichment opportunities across the school, including, outdoor education, Forest School.</i></p> <p><i>Visits and visitors, residential experiences breakfast, lunch and after school clubs.</i></p> <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 Cultural Capital displays and social media posts 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>	<p>3,5,6</p>
<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"> • <i>Positive calls home from Teachers and pastoral team, use of the app EFL to engage parents with work at home and engagement with school,</i> • <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>Internal assessment information shows that certain groups of students are not making expected progress particularly KS4 Maths and KS3 Writing</p> <p>Attendance of PPG students is lower than non PPG and persistent absence higher</p>	<p>1,2,3,4,5,6</p>
<p>Embed the Emotion coaching approach across the academy,</p>	<p>Students who find it difficult to regulate their emotions may</p>	

ensuring it is visible around school.	lead to a barrier to their learning. Appropriately trained staff can achieve successful results in supporting and managing challenging behaviours.	
Attendance and welfare team target disadvantaged families to improve attendance using the Attend framework in line with non PPG students.	Attendance team targeted to maintain and improve levels of attendance to impact upon wellbeing and academic achievement	4
<i>Access to sensory circuits and OT interventions to ensure wellbeing and readiness for work</i>		3

Total budgeted cost: £ 74,520

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 2022/23

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)