

Pupil Premium strategy – Portland Academy

1. Summary information					
School	Portland Academy			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/PMLD/ASC
Academic Year	2016/17	Total PP budget	£48,799 (Sept 16) Revised estimate following Jan17 Census £61,827.50	Date of most recent PP Review	NA
Total number of pupils Sept 2016 -164 in total Currently 160	105 (Secondary Sept 16) 116 (Secondary estimate for Aug 17)	Number of pupils eligible for PP	50 Sept 2016 Currently 55 67 estimate Aug 2017including 6 LAC	Date for next internal review of this strategy	TBC

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 to measure progress or target set. The academy has developed a new assessment system and a base line has been established Jan 17. Progress of all students is closely monitored by SLT who use 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- (Jan 17 analysis of IEP targets which specifically relate to EHCP outcomes set)	84.4%	88.1%

3. Barriers to future attainment (for pupils eligible for PP)	
<p>Around 12.5% of students at Portland academy have profound and multiple learning difficulties, 40% of students are on the Autistic Spectrum, 38% of students have an identified additional speech, language or communication need. Levels of engagement with parents to maximise attendance, learning and access to additional opportunities within school.</p>	
In-school barriers	
A.	In school variation in the quality of teaching,
B.	Some students need support to manage behaviours for learning at certain times. 100% of students require support to access the curriculum as a consequence of severe and complex SEND.

C.	Addressing individual needs relating to students significant learning difficulties. A range of PP strategies are deployed to support pupils. Additional therapy and 1:1 support is part of planned interventions on an individualised basis.
External barriers	
D.	Up until March 2017 PP attendance is 93.99%, overall attendance is 93.8%. Two PP pupils have significant difficulties attending school. The PP target for improving attendance is 94% this year. Portland is on track to achieve this, however significant effort is required to improve the attendance of two PP students.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase those pupil premium students making better than expected progress in English	Academy defined expectations will be exceeded. Evidence of progress will be clear in the work students produce in books, through regular formative and summative assessment information as well as in the feedback from progress meetings with SLT.
B.	To increase those pupil premium students making better than expected progress in Maths	Academy defined expectations will be exceeded. Evidence of progress will be clear in the work students produce in books, through regular formative and summative assessment information as well as in the feedback from progress meetings with SLT.
C.	To improve pupil premium students engagement, concentration and behaviour for learning	The impact of MDT intervention e.g. OT, SaLT, music therapy will be apparent in relevant reports, SEN team minutes, and in the progress recorded towards IEP's, Behaviour plans, frequency and intensity of incidents and SCERTS targets. Evaluation of approaches to meeting PP student's needs will inform future spending and ensure value for money.
D.	To improve the attendance of pupil premium students	The gap between the average attendance of Pupil premium and non- pupil premium students will be closed. Persistent absence will be significantly reduced. Attendance will remain a priority and resources will be calibrated to ensure PP pupils maximise opportunities. Attendance will be reported to the SEND management team weekly and trends identified to ensure a swift and effective response.

5. Planned expenditure

Academic year **2016/17**

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?
To increase those pupil premium students making better than expected progress in English	Additional teaching assistant support to provide further opportunities for targeted intervention throughout the year. TA to support SaLT in delivering 1:1 work with students, produce communication boards for areas around school	In the academic year 2015/16 less students were in receipt of Pupil Premium. All students have achieved a rate of progress equivalent to 3 levels. Although there was little difference between PP and non PP students making better than expected progress, according to CASPA 2016 or when progress was analysed using progression guidance materials, the funding clearly showed PP students were maintaining progress in line with non PP students. As a result of detailed evaluation Pupil Premium students will continue to access 2015/6 strategies given changes to curriculum and assessment in 2016/7 to ensure continued progress. Change is difficult for Portland students and this requires careful planning and additional resources to maintain access to learning opportunities. Increased scrutiny by SLT has supported progress and achievement in key subjects Eng RWI.	Teachers have begun to plan individual opportunities in greater depth to develop progress further- above and beyond the school offer. Teachers will monitor and respond quickly to data informing a student is at risk of under performing. Intervention plans will be developed in conjunction with the SEN team. Scrutiny of a range of evidence and moderation of student data, both quantitative and qualitative, will provide detailed information on student's outcomes with a view to further planned improvements.	SM	Easter 2017

Total budgeted cost £16,000

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?
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To increase those pupil premium students making better than expected progress in maths	Additional teaching assistant support to allow targeted intervention throughout the year. TA to support numeracy leads in delivering 1:1 work with students, to organise and develop resources.	In the academic year 2015/16 less students in receipt of Pupil Premium. As in Eng all students achieved in line with expectations as recorded in the progression pathways data system. The rate of progress was equivalent to 3 levels. Students making better than expected progress according to CASPA 2016, was at 17% non-Pupil Premium against 7% of Pupil Premium. It was considered important to maintain the level of support provided to Pupil Premium students given changes to the curriculum and assessment. Portland pupils find change difficult and additional resourcing is required to manage this. The gap between PP and non PP 17% non PP achieving expected progress (CASPER data tracking system) 7% PP achieving targets will be reviewed by SLT half termly	Teachers have begun to plan individual opportunities to develop progress further above and beyond the school offer. Teachers will monitor and respond in a timely fashion where a student is at risk of underachievement. Intervention plans will be developed in conjunction with the SEN team-Easter 17.	SM	Easter 2017
Total budgeted cost					£16,000
iii. Other approaches (including links to personal, social and emotional wellbeing)					
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?
To improve pupil premium students engagement, concentration and behaviour for learning	To engage "Future Steps" to work with individual students to develop sensory profiles and intervention plans. To train staff to carry out appropriate programmes with students and purchase additional sensory resources. To provide additional interventions for identified PP students- including Bowen Therapy,	A number of PP student's present challenging behaviour and as a result at risk of disengaging in learning. Analysis of incidents in Summer 2015/16 revealed that 28% of RPI involved PP students. 36% of lower level behavioural incidents involved PP students. These proportionately had increased since Spring 2015/16. Learning walks, lesson observations and feedback from scrutiny days by both the National Autistic Society and Peer reviews highlighted a need to develop behaviours for learning across all groups of students.	Progress towards MDT programmes/ targets are being monitored by the key professionals working within cohorts at risk of underachieving due to challenging behaviour. Where relevant targets are included on individual students IEP's SEN team and the Deputy head evaluate the impact of the strategies in terms of statistical evidence of improved behaviour and academic progress.	SM	Easter 2017

	massage and music therapy. Provide a range of subsidised after school clubs, lunch clubs and summer scheme.				£6,000
To improve the attendance of Pupil Premium students	Employ an academy lead for behaviour to work with students and their families to address poor attendance.	2015/16 attendance stood at 93.03 for PP students and 93.93 for non- PP. Sept – Dec 2016 attendance was 93.9% for PP and 94.6% for non-PP. A number of PP students have lower than average attendance and a planned strategy needed to improve attendance. 1x PP student has a 40% attendance rate. This has improved over the year but still remains a significant concern.	Attendance is closely monitored by KH. She works closely with the behaviour lead to implement strategies to improve attendance, looking for motivators, and following up any unauthorised absence.	KH	Easter 2017 £5,000
Total budgeted cost					11,000

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Reduce any achievement gap between those pupils eligible for the PPG and those who are not.</p>	<p>To further skill teachers in their understanding of the teaching of phonics so that students could make further improve literacy skills throughout the academy. Targeted work for cohorts at risk of underachievement on a personalised level following assessment and interventions by SaLT.</p>	<p>At the end of academic year 2015/16 CASPA benchmarking data identified little difference in the performance of PP students compared with non-PP students</p> <table border="1" data-bbox="685 292 1189 448"> <thead> <tr> <th></th> <th>+ expected</th> <th>expected progress</th> <th>< expected</th> </tr> </thead> <tbody> <tr> <td>English</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>2%</td> <td>91%</td> <td>7%</td> </tr> <tr> <td>Non PP</td> <td>7%</td> <td>85%</td> <td>7%</td> </tr> </tbody> </table> <p>Progress in English improved year on year. Initial gaps in progress for non PP were closed due to targeted supported and therapeutic interventions specific to students needs.</p>		+ expected	expected progress	< expected	English				PP	2%	91%	7%	Non PP	7%	85%	7%	<p>Although there was little difference in the performance of PP and those not in receipt of PP. The number of students achieving better than expected progress was still relatively small. Evaluation has revealed that key learning key concepts are not embedded before moving on. The academy recognises the need to use assessment more effectively, ensuring depth and mastery of concepts and identifying appropriate next steps for learning. There was a focus on students who needed 'catch up' interventions to reduce less than expected progress however the Academy also needs to prioritise the development of those who are not achieving in line with expectations/commensurate to abilities. Further challenge linked to assessed need requires further consideration.</p>	<p>£1,000</p>
	+ expected	expected progress	< expected																	
English																				
PP	2%	91%	7%																	
Non PP	7%	85%	7%																	

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Provide support for targeted students who are at risk of not making expected progress.</p>	<p>Provide focussed T.A. support for students to enable them to make expected progress in English and /or maths</p> <p>Provide an identified teacher to provide "catch up" literacy and numeracy sessions for pupil identified as making less than expected progress.</p>	<p>During the course of academic year 2015/16 planned interventions had a positive impact on increasing pupil progress resulting in an increase in students meeting or exceeding targets set by the academy during the course of the academic year. - 91.9% in July from 72%in May (English), 84.9% from 69.3% in maths. 89% of Pupil Premium students met or exceeded their targets in English and 85.9% of PP students met or exceeded their targets in maths.</p>	<p>In 2016/17 changes in the way support has been delivered is a direct result of evaluation of PP progress data and qualitative evidence from staff Although TA and teacher support is still valued we have continued to support individual 1:1 sessions but also supported more streamed Literacy sessions using RWI strategy. Early indications show that this strategy has increased the progress of all students.</p>	<p>From school resource.</p>

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this approach)	Cost
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		not eligible for PP, if appropriate.		
Improve engagement, concentration and behaviour	Implement individual Music therapy to develop engagement/ concentration and or behaviour.	Learning walks and observations as well as reports from therapists showed a positive impact of therapy in improving engagement and improved well-being of the students participating.	The impact of the therapy was not evaluated thoroughly. Therapists now write a report for each student they have worked with on a termly basis so progress is more explicit.	£4,640
	Develop opportunities for personalised sensory programmes to support self-regulation which in turn will support concentration, engagement and or behaviour. Develop Occupational Therapy strategies to support pupils and develop sustainable interventions.	SCERTS evaluations, feedback from NAS and evidence from lesson observations and learning walks support significant improvements and progress of those students who have a programme in place.	The SCERTS programme has been rolled out to more students in 2016/ 17. The Academy have also engaged "Future Steps" OH therapists to further develop this area. These therapists are able to carry out assessments, produce programmes and evaluate progress.	£11,166
	Develop SaLT, sensory, OT resources to support programmes developed by the MDT and maximise the impact of therapeutic input.		OT and SaLT support has built capacity and staff have reported beneficial responses to student outcomes. More staff are requesting therapy interventions for students and this will be evaluated by SLT. Therapy assessments are leading to targeted interventions, which is leading to further progress.	£10,087.46

	<p>To provide learning activities for pupils after school developing skills outside of the family home. Provide opportunities to build and develop friendships. Social mobility issues are hampered by students SEND and access to community events and activities. Portland will target PP students at risk of isolation by providing out of hours clubs and events.</p>	<p>Some PP students were able to access the after school clubs however transport has proved to be a barrier to some students being able to access any community and school led events. In some cases Portland utilised minimal additional LAC funding to provide transport so that PP students had the opportunity to join a club.</p>	<p>The academy is currently reviewing its provision of after school clubs and activities to provide some “free of charge” clubs to poverty proof the opportunity to stay at school to participate in opportunities to experience life beyond school, develop PHSCE skills and expertise, support well being and consolidate learning and independence.</p>	<p>£2,775.85</p>
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7. Additional detail

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

Information has been drawn from PP reports available on the school website, Academic Board and SEN Board meeting minutes. Behaviour, Progress and Attendance data and information from the Academy monitoring and reviewing systems.