

Pupil Premium Strategy- Portland Academy in 2017-18

1. Summary information					
School	Portland Academy			Type of SEN	SLD/ PMLD/ASC
Academic Year	2017/18	Total PP budget	£54,055 est.	Date of most recent PP Review	Sept 2017 Trust review March 2017
Total number of pupils	172	Number of pupils eligible for PP	62 (Sept 2017)	Date for next internal review of this strategy	Interim Feb 2018 September 2018

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 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>			
% achieving UQ targets in maths				
% progress specific to school setting- (Jul 17 analysis of IEP targets which specifically relate to EHCP outcomes set)	87.6% targets met or exceeded		88.8% targets met or exceeded	
P level progress at the end of key stage (Expected or better than expected progress Using Hopewood Academy progress model)	Maths KS3 75% KS4 33%	English 67% 67%	Maths KS3 90% KS4 50%	English 50% 16%

3.Barriers to future attainment (for pupils eligible for PP)	
Continued vigilance regarding attendance. PP pupils attendance 93.78% non-pp 93.49% LAC 97.76% (July 2017)	
In-school barriers	
A.	Variation in the quality T and L across the school
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.
C.	Staff expertise in key areas of the curriculum or specialisms in aspects of SEND
External barriers	
D.	Parental involvement in home learning activities and participation in school and school events. Transport beyond school hours. Family support of schools drive to improve attendance.

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To secure expected progress for PP pupils in English/Literacy. 90% of pupils in receipt of PP will make at least expected progress, those who are not making expected will have detailed intervention plans.	90% PP funded pupils will make expected or exceed expected targets in literacy. 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.	To secure expected progress for PP pupils in Mathematics. 90% of pupils in receipt of PP will make at least expected progress, those who are not making expected will have detailed intervention plans.	90% of pupils in receipt of PPG will make expected or exceed expected progress in maths. 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
C.	To provide wider curriculum opportunities and enrichment experiences to promote wellbeing, happiness and raise aspirations	Record of attendance and levels of engagement increase as a result of PP funded activities/opportunities. % of persistent absenteeism will reduce by 10%. Detailed evidence of pupil voice to maintain level of motivation and engagement. Behaviour Watch data show a reduction in negative behaviour. Parent and Student Voice – findings and analysis show improved perception of school SEN Team and Board minutes/agenda report increased levels of progress linked to outcomes.
D.	To ensure vulnerable pupils are monitored and supported by school. Focus on parental engagement and early intervention strategies.	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 EHCP meetings and parents evenings
--	--	---

3. Planned expenditure					
Academic year		2017-18			
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. 90% of pupils in receipt of PP will make at least expected progress, those who are not making expected will have detailed intervention plans	Access to 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 SaLT, teachers of English and phonics specialist.	Continue to ensure there are no gaps in English (reading, writing and communication) for those pupils in receipt of PP funding. Securing expected end of year/Key Stage progress for all pupils in receipt of PP. Reducing the gap between pupils starting points and age related expectations in English. 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. 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. 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	RR	On-going review within class teams and at SEND meetings Termly review of PP strategies. TOTAL BUDGET £3,000 plus £10,000 allocated to communication strategies identified on SLP's

	<p>Access to . (LSA time, resources, planning = £10k) Training and assessments from Educational Physiologist to diagnosis and advise in relation to specific literacy learning difficulties. (£3K)</p>	<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>			
--	--	---	--	--	--

<p>2. To secure expected progress for PP pupils in Mathematics. 90% of pupils in receipt of PP will make at least expected progress, those who are not making expected will have detailed intervention plans.</p>	<p>Implement math's intervention groups across school. Training and assessment from Ed P to diagnose specific numeracy difficulties. Allocated time from improvement leader to evaluate data in depth and inform interventions further. HA groups specifically target key weaknesses individually and provide support across a school day. Numicon resources Numicon staff training. Transition meetings to plan interventions and support progression across Key Stages. NFER assessments. Parent information on math's strategies to support home learning. Developing a 'quality math's curriculum'</p>	<p>Increased the rates of progress in mathematics for those pupils in receipt of PP funding. Secured expected end of year/Key Stage progress for all pupils in receipt of PP. Reduced gap between pupils starting points and age related expectations in Mathematics through curriculum coverage and progression through stages. 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. Ongoing evaluation informs further priorities. Qualifications results. Further review of math's diagnostic and gaps analysis through diagnostic and mastery assessment.</p>	<p>RR</p>	<p>As above. TOTAL BUDGET £5,000 plus £10,000 allocated to communication strategies identified on SLP's</p>
---	---	---	---	-----------	---

Total budget cost					£23,000
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?

<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 AH to support attendance strategies. (£10k) Access to Forest School and outdoor learning 1k Challenge and Rights Respecting Schools Awards enrichment weeks (£1k) Residential Visits – planned visits for 2015/16. (£5k) Student Council to continue to provide a forum for student voice. (£500) Celebration and reward activities. (£500)</p>	<p>1. To ensure equity of experiences and opportunities for those pupils in receipt of PP and their peers. To enhance the life experiences of pupils in receipt of PP. 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. 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. To decrease the number of persistent absentees in receipt of PP. To reduce the number of behaviour incidents of those in receipt of PP. To provide pupils and their families with tailored support and early intervention strategies for attendance, welfare and behaviour. To ensure that safeguarding all pupils is paramount.</p>	<p>Evaluation of the impact of detailed strategies to take place in Feb 2018 Daily follow up of PPG non-attenders. Improved engagement of families in school based activities. 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>Record of attendance and distribution of PP expenditure on activities/opportunities. % of persistent absenteeism. Parent surveys – findings and analysis. Pupil Voice – analysis of data and further interventions to address needs.</p> <p>Impact of Behaviour Manager shows trends in increased de-regulated school has reduced over time.</p>	<p>SM and SEN Team</p>	<p>Termly</p>
---	---	--	--	------------------------	---------------

Total budgeted cost					£18,500
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 provide therapeutic provision to enable pupils to access their curriculum.	<p>Access to hydrotherapy physiotherapy input. Weekly or bi weekly 1:1 Bowen Therapy (OT SLA for two days per week part time OT assistant provision to complete OT program in 1:1 and small group sessions. Music therapy (1/2 day per week) Development of Sensory regulation resources Rebound Therapy (training and resourcing) Lego Therapy Group (run by the SALT) Access to SALT, assessments and program. Access to Occupational Therapist, assessment and sensory profile resources for families Develop the SCERTS program and use of PECS (Training, assessment and resourcing) Resource the MOVE program for pupils PP in pathway 1 provision.</p>	<p>The development of emotional resilience in pupils in receipt of PP will support perseverance in tasks, which are difficult due to SEND diagnosis. This will extend learning opportunities. Supporting pupils to share ideas and turn take will support social wellbeing, self worth and and motivation to learn. The provision must ensure equal access to the curriculum for PP pupils and non-pp pupils and school needs to apply further strategies to ensure pupils can access to appropriate approaches in physical dev, care, sensory and emotional needs. The provision of an integrated therapeutic approach for pupils in receipt of pupil premium is evidenced in therapy evidence based practice. This will optimise pupils learning and build capacity with staff. A priority is to support PP pupils to develop communication and self-regulation strategies.</p>	<p>Measurable improvements in emotional resilience and ability to sustain learning activities will be monitored by class teams and the therapists to provide opportunities for further intervention in support of pupils remaining on track to achieve in line with expectations. Improved access to the curriculum and breath of activities will impact upon attendance figures as pupils enjoy school. Attendance improves as pupils self esteem as learners grow alongside their independence to access activities.</p>	DHT	See above.
Total budgeted cost					£12,555

4. Additional detail

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