

## Pupil Premium strategy – Portland Academy

1. Summary information					
<b>School</b>	Portland Academy			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	SLD/PMLD/ASC
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£52,613.55	<b>Date of most recent PP Review</b>	March 2017
<b>Total number of pupils</b> Sept 2016 -164 in total Currently 160	105 (Secondary Sept 16) 116 (Secondary estimate for Aug 17)	<b>Number of pupils eligible for PP</b>	54	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment (End of academic year 2016/17)																							
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>																			
<b>% achieving UQ targets in communication</b>			<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>																				
<b>% achieving UQ targets in maths</b>																							
<b>% progress specific to school setting- (Jul 17 analysis of IEP targets which specifically relate to EHCP outcomes set)</b>			87.6% targets met or exceeded	<b>88.8% targets met or exceeded</b>																			
<b>P level progress at the end of key stage (Expected or better than expected progress Using Hopewood Academy progress model)</b>			<table border="0"> <tr> <td></td> <td>Maths</td> <td>English</td> <td></td> <td>Maths</td> <td>English</td> </tr> <tr> <td>KS3</td> <td>75%</td> <td>67%</td> <td></td> <td>KS3</td> <td>90%</td> </tr> <tr> <td>KS4</td> <td>33%</td> <td>67%</td> <td></td> <td>KS4</td> <td>50%</td> </tr> </table>		Maths	English		Maths	English	KS3	75%	67%		KS3	90%	KS4	33%	67%		KS4	50%		
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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>	
<b>In-school barriers</b>	
<b>A.</b>	In school variation in the quality of teaching,
<b>B.</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.
<b>C.</b>	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.

<b>D.</b>	<a href="#">At the end of Academic year 2016/17 PP attendance was 93.9%, non-pupil premium attendance being 93.8%. Below the target for the school of 95%</a>
<b>E.</b>	<a href="#">Engagement in extra curricular activities for students in receipt of PP.</a>
<b>External barriers</b>	
<b>FD.</b>	<del><a href="#">At the end of Academic year 2016/17 PP attendance was 93.9%, non-pupil premium attendance being 93.8%. Below the target for the school of 95%</a></del> <a href="#">Parents who find it difficult to engage with the academy for student EHCP meetings and parents evenings.</a>

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To increase those pupil premium students making better than expected progress in English  <a href="#">This will be measured through termly targets set in conjunction with the teacher and a member of SLT. Evidence will be reviewed in progress meetings ½ termly. Termly moderation will take place. Autumn, Spring and Summer reading age tests will take place to measure progress in reading. In writing....</a>	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.  <a href="#">Monitored through progress meetings, Academic team meetings and the Local Accountability Board each half term.</a>
<b>B.</b>	To increase those pupil premium students making better than expected progress in Maths  <a href="#">This will be measured through termly targets set in conjunction with the teacher and a member of SLT. Evidence will be reviewed in progress meetings ½ termly. Termly moderation will take place. Autumn, Spring and Summer maths age tests will take place to measure progress.</a>	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.  <a href="#">Monitored through progress meetings, Academic team meetings and the Local Accountability Board each half term.</a>
<b>C.</b>	To improve pupil premium students engagement, concentration and behaviour for learning	<a href="#">Students will show increased engagement evidenced through progress, a reduction in off task/negative behaviours.</a>  <a href="#">Monitored through T</a> 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,

		<p>frequency and intensity of incidents and SCERTS targets.</p> <p>Evaluation of approaches to meeting PP student's needs will inform future spending and ensure value for money.</p>
<b>D.</b>	To improve the attendance of pupil premium students	<p>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.</p> <p><u>Monitored through Attendance will be reported to the SEND management team weekly and trends identified to ensure a swift and effective response. SEND board and Local Accountability Board.</u></p>
<u>E.</u>	<u>To engage parents who find the school 'hard to reach' and contribute to their child's EHCP reviews and information about their child's progress.</u>	<u>Parent voice is captured for every child's EHCP review.</u>

5. Review of expenditure				
Previous Academic Year		2016/17		
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
To increase those pupil premium students making better than expected progress in English	<p>Additional teaching assistant support to provide further opportunities for targeted intervention throughout the year.</p> <p>TA to support SaLT in delivering 1:1 work with students, produce communication boards for areas around school</p>	<p>The academy has reviewed its assessment systems over the course of the academic year and redefined its expectations of progress for groups of students across the academy. As a result, comparisons with previous years have proved difficult.</p> <p>87.6% of targets on student SLPs have been met or exceeded.</p> <p>And 67% of pupil premium students achieved expected or better than expected progress through English p levels at the end of KS3 and 4, significantly outperforming the progress of non-pupil premium students.</p>	<p>Although PP students outperformed students 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 have historically not been embedded before moving on. As a result, the academy recognises the need to use assessment more effectively, ensuring depth and mastery of concepts and identifying appropriate next steps for learning.</p> <p>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>	147,000
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
To increase those pupil premium students making better than expected progress in maths	<p>Additional teaching assistant support to allow targeted intervention throughout the year.</p> <p>TA to support numeracy</p>	<p>Although progress through p levels measured at the end of key stages revealed a gap in progress of maths between PP and non-PP students the Academy has concerns around historical assessments and as a result carried out a thorough reassessment of all students.</p>	<p>Analysis of a wider range of assessment information and thorough baseline assessments have revealed that attainment in Maths is in general lower than attainment in English for our PP students. Progress in curriculum and specific literacy programmes have accelerated progress of</p>	135,613.55000



<p>To improve the attendance of Pupil Premium students.</p>	<p>Employ an academy lead for behaviour to work with students and their families to address poor attendance.</p>	<p>The PP target for improved attendance was 95% this year. Although we have not achieved this target significant improvements in some students' attendance were achieved as a result of focussed intervention. At the end of the academic year PP student attendance was slightly better than non-pupil premium students. Significant improvements in individual students with persistent absence were achieved as a result of focussed individual intervention. PP attendance has also improved over the past 3 years (2015= 93.3% 2016 =93.03% 2017= 93.9%)</p>	<p>Persistent absence continues to be a cause for concern for some of our pupil premium students. Despite efforts to improve pupil engagement with school, building confidence and enthusiasm for school more work needs to be done with difficult to reach parents to help them to work with us to improve attendance.</p>	<p>5,000</p>
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## 6. 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.