

Portland Academy- Pupil Premium 2017/18

1. Review of expenditure				
Previous Academic Year		2017/18		
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 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.	<p>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 specialists.</p> <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>In reading 90% of pupil premium students targets met or exceeded expectations compared to 92.7% for non-pupil premium In Writing 91% of pupil premium students targets met or exceeded expectations compared to 91.3% for non-pupil premium In Speaking and Listening 88.7% of pupil premium students targets met or exceeded expectations compared to 94,1% for non-pupil premium In Social Communication 91.5% of pupil premium students met or exceeded expectations compared to 97.4% for non-pupil premium.</p>	<p>Interventions proved successful due to identification of additional support on student learning plans and holding back resources to support catch up interventions identified on student learning plans in the spring and summer terms. Speaking and Listening targets proved to be slightly less successful than other strands and this was particularly the case for pathway 2 pupil premium students. The academy will look to developing further the interventions and literacy curriculum offer for this group of students in the next academic year. New assessment and rationale for progress should allow for more accurate comparison of students in different ability pathways.</p>	£23,000

<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>In Number 90.1% of pupil premium students targets met or exceeded expectations compared to 95.2% for non- pupil premium.</p>	<p>Interventions proved successful due to identification of additional support on student learning plans and holding back resources to support catch up interventions identified on student learning plans in the spring and summer terms. New assessment and rationale for progress should allow for more accurate comparison of students in different ability pathways.</p>	
---	--	---	---	--

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>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>In 2017/18 PP attendance was 91.67% compared with 94.12% for non- pupil premium students. Absence rates in 2017/18 for CLA were 1.21%, lower than the overall school absence rate by 5.76%. The proportion of pupil premium students who fell into the persistent absence category was in line with non pupil premium students however there was a slight increase in PA for both groups from the previous year; 24.86% in 2017-18 compared with 24.39% in 2016/17.</p>	<p>Pupils in receipt of pupil premium grant had an increase in absence. This group was highlighted as a focus for intervention strategies.</p> <p>Actions undertaken include: contact with parents, acknowledgement of improved attendance, celebration of excellent attendance, reporting on social media to keep attendance in high profile, welfare visits, involvement of behaviour and safeguarding teams.</p> <p>Towards the end of the academic year specific trust staff were given a responsibility for following up concerns re attendance this will continue with a focus to improve attendance for all students but with particular focus on those PP students who fall into the persistent absence category.</p>	<p>£18,500</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	Lessons learned (and whether you will continue with this approach)	Cost
------------------------	-------------------------------	---	---	-------------

		pupils not eligible for PP, if appropriate.		
To provide therapeutic provision to enable pupils to access their curriculum.	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.	Negative behaviour incidents reduced in frequency, intensity and duration across the academic year for all students. No gap identified between PP and non-PP students in terms of behaviour for learning. Progress seen in social/emotional, modulation/regulation, motor coordination/control Feedback provided for individual pupils Analysis of academic and non-academic targets set on student learning plans indicate high success rates of additional interventions ensuring students are ready to learn for longer periods of time within their school day.	Some therapeutic interventions proved difficult to evaluate e.g. Music Therapy The Academy is keen to ensure any therapeutic intervention is firmly grounded in evidence-based research to show that the intervention is effective. Interventions planned for academic year 2018/19 will have a clear link to an identified target on student learning plan with a clear link to EHCP priorities.	£12,555

2. Additional detail

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

Website, SLT discussion. Ofsted reports. Pupils discussion. Staff meetings. Scrutiny of meetings minutes and pupils work
PPG now clearly stated on pupil learning plans, information about the specific interventions for individuals is clear.