

# Pupil premium strategy statement – The Portsmouth Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1182
Proportion (%) of pupil premium eligible pupils	50.42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 2 of a 3 year plan.
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	A Woodall
Pupil premium lead	C Fraser
Governor / Trustee lead	J Villalta

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£544,213
Recovery premium funding allocation this academic year	£152,766
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£696,979

# Part A: Pupil premium strategy plan

## Statement of intent

***RRSA article 28: Every child has the right to an education. Secondary education must be available to every child.***

The Portsmouth Academy aims to transform the life chances of our students, particularly disadvantaged students, through a model of 'total education', focussing on the values of Aspire, Achieve and Respect.

As a UNICEF Rights Respecting school and an accredited Advanced Thinking School, every child's individual needs are at the core of what we offer academically and beyond the curriculum. As the school falls into quintile 1 for the highest level of deprivation nationally it is vital that every aspect of school life is targeted at improving the life chances of the disadvantaged.

There are four key pillars which the Academy focuses on to meet the needs of all children, particularly the disadvantaged:

- Academic Curriculum
- Cultural Enrichment
- Personal Development
- Inclusive Provision

Through these pillars The Portsmouth Academy focusses on quality first teaching, targeted academic support and wider approaches such as pastoral care and enrichment.

The Portsmouth Academy is ambitious for the academic attainment and progress of all our learners, targeting all students to go beyond their perceived limits. Our KS3 curriculum is built to provide broad and balanced opportunities for all students, particularly the disadvantaged, to experience the national curriculum in full and goes beyond this with our focus on additional arts subjects such as dance and drama, and discrete teaching in food and nutrition and design and technology, as opposed to rotational delivery.

The wider curriculum across the school also aims to provide all students with a cultural enrichment programme to allow them to learn and develop outside of the classroom and we are committed to removing financial barriers to these experiences through the use of the PPG.

Both the academic and cultural curriculum complements the personal development of students to be their best selves and we build respect through the UNICEF Rights Respecting School Award. We are currently hold the RRSA Bronze Award and are working towards accreditation for the Silver Award.

The Portsmouth Academy seeks to develop self-reflective learners who become valuable members of the community. This is achieved through a high expectations culture of what all students, including the disadvantaged are able to achieve, and promoted through our core values of Aspire, Achieve and Respect.

Quality first teaching has the biggest impact on disadvantaged students' attainment and progress and therefore key strategies are employed to ensure this occurs. As an accredited Advanced Thinking School, metacognition and meta-memory is at the heart of all we do. This pedagogy and practice is embedded across the school, with all staff and students

fully trained in the use of thinking tools, which alleviate cognitive load and create learning conditions for all students to thrive, particularly the disadvantaged.

Assessment and feedback, in their many forms, are a priority across the school due to the impact they have on progress. Students are expected to respond to feedback in order to address misconceptions or extend and challenge their learning.

The Portsmouth Academy believes that closing the digital divide for our students is essential for their future life chances; the digital strategy is based on the 3 key areas of digital learning, digital skills and digital citizenship. The school has invested in mobile devices throughout a number of curriculum areas so that students have the exposure they need to become competent with using technology and receive the benefits of the excellent software available that can personalise learning. This is especially important to our reading strategy.

In the last academic year, the academy has been awarded Microsoft Showcase School status and has invested in a strong CPD strategy for staff. When the first lockdown happened, the school was in the 10% of secondary schools nationally that immediately started live teaching.

The academy is now in its second year of our one:one device offer and all children in Year 7 and 8 have access to a device to use in school, and at home, which is fully managed and supported by the school. This is heavily subsidised by the PPG – reducing the monthly subscription for parents from £14 to £5.

The Portsmouth Academy is a fully inclusive school and as such caters for a range of needs. Our KS4 onsite alternative provision (The Connect) for SEMH students helps them to continue learning in a mainstream provision. This supports a sense of belonging and provides a mainstream yet bespoke curriculum. Our KS3 SEND provision (The Link) ensures that targeted support is offered to those students who have wider educational needs and removes barriers to their learning.

In order to achieve our aims, The Portsmouth Academy identifies students who are most at risk of under achievement through identifying students who flag within a number of categories – not only academic attainment - and ensure teachers and support staff are aware of how best to support them, using an evidence informed approach.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7, only 5% of our PP Y7 students are high attainers compared to 17% of their non PP peers. This gap has historically widened during pupils' time at our school if not addressed immediately.

2	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 8% lower than for non-disadvantaged pupils.</p> <table border="1" data-bbox="363 344 933 728"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> <th>21-22</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>92.00</td> <td>90.47</td> <td>89.52</td> </tr> <tr> <td>PP</td> <td>89.74</td> <td>86.67</td> <td>86.72</td> </tr> <tr> <td>Non PP</td> <td>94.69</td> <td>94.86</td> <td>92.57</td> </tr> <tr> <td>Difference</td> <td>4.95</td> <td>8.19</td> <td>5.85</td> </tr> </tbody> </table>		19-20	20-21	21-22	Total	92.00	90.47	89.52	PP	89.74	86.67	86.72	Non PP	94.69	94.86	92.57	Difference	4.95	8.19	5.85
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3	<p>Analysis of attainment and progress data shows us that at KS4 disadvantaged students on average, achieve between 1 and 0.5 grades lower than their non-disadvantaged peers over a three year period.</p> <p>Factors which influence this; reading and literacy levels, access to technology and other resources, attendance, mental health and wider wellbeing concerns and parental engagement.</p>																				
4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in Maths and English.</p>																				
5	<p>Our records and assessments, alongside discussions with students and families have identified social and emotional issues for many children, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>																				
6	<p>Our internal data analysis, observations and student and staff voice indicates that disadvantaged students have lower rates of engagement in self-directed learning, particularly homework.</p> <p>This particularly impacts on disadvantaged students for whom there is a marked digital divide and access to resources.</p>																				

## 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
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. The majority of disadvantaged students meet the national benchmark or above for reading based on AR data. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> </ul>
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	Disadvantaged students' attainment and progress in core subjects and Ebacc subjects from 2024/25 sits in line with national average (P8 0).
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Reduction in instances of peer-on-peer abuse being reported.</li> <li>• Reduction in % of disadvantaged students receiving suspensions due to disengagement with school.</li> <li>• Reduction in mental health referrals made.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Disadvantaged students to take up 50% of the places on enrichment activities.</li> </ul>

<p>To increase student independent learning and engagement with learning outside of the classroom by eradicating the digital divide.</p>	<p>Students upon entry to the academy access their learning through a one:one device strategy which comes at a significantly reduced cost to disadvantaged students.</p> <p>By 2024/5 this will incorporate 4/5 year groups and internal tracking will show a significant improvement on disadvantaged students completing homework.</p>
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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: £181,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL Assessment) + Pupil Attitudes to Self and School. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</a></p>	<p>1</p>
<p>Increased focus on homework strategy to build resilience and independent learning.</p>	<p>Effective homework, i.e. short, regular and linked to content memorisation or current learning, built into curriculum +5 months, with a digital element, potentially +6.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</p>	<p>3, 4 &amp; 6</p>

	<p>Internal evidence shows that was an increased engagement in home learning in last year's Y7 cohort which is the first year group to receive one:one devices. There is a gap between PP and nPP (A = Good, B = Satisfactory, C = Lack of engagement).</p> <p>These students will be identified and next steps agreed to improve this baseline data.</p> <p>-----</p> <table border="1" data-bbox="448 510 1110 1059"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>X</th> </tr> </thead> <tbody> <tr> <td>Y7 Total</td> <td>19%</td> <td>71%</td> <td>9%</td> <td>1%</td> </tr> <tr> <td>Y7 PP</td> <td>20%</td> <td>63%</td> <td>16%</td> <td>1%</td> </tr> <tr> <td>Y7 Non PP</td> <td>18%</td> <td>76%</td> <td>5%</td> <td>1%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y8 Total</td> <td>0%</td> <td>93%</td> <td>3%</td> <td>3%</td> </tr> <tr> <td>Y8 PP</td> <td>1%</td> <td>95%</td> <td>4%</td> <td>0%</td> </tr> <tr> <td>Y8 Non PP</td> <td>0%</td> <td>90%</td> <td>3%</td> <td>7%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y9 Total</td> <td>0%</td> <td>88%</td> <td>10%</td> <td>2%</td> </tr> <tr> <td>Y9 PP</td> <td>1%</td> <td>85%</td> <td>13%</td> <td>2%</td> </tr> <tr> <td>Y9 Non PP</td> <td>0%</td> <td>91%</td> <td>6%</td> <td>3%</td> </tr> </tbody> </table>		A	B	C	X	Y7 Total	19%	71%	9%	1%	Y7 PP	20%	63%	16%	1%	Y7 Non PP	18%	76%	5%	1%						Y8 Total	0%	93%	3%	3%	Y8 PP	1%	95%	4%	0%	Y8 Non PP	0%	90%	3%	7%						Y9 Total	0%	88%	10%	2%	Y9 PP	1%	85%	13%	2%	Y9 Non PP	0%	91%	6%	3%	
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<p>Ongoing whole school focus on the teaching of thinking and meta-cognitive strategies; including meta-memory.</p> <p>CPD and release time for staff to attend peer reviews to develop their own practice.</p>	<p>Inexpensive method to help pupils become more independent learners.</p> <p><a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4 &amp; 6</p>																																																												
<p>Students have access to a one:one digital device from the time they start in year 7. This is heavily subsidised for students accessing the FSM grant.</p> <p>Teacher effectiveness of digital</p>	<p>Consistently positive impact on learning especially when leaders ensure that technology is used to enable, or make more efficient, effective teaching and learning practices. Accessibility and modality advantages. Engagement and life-ready skills.</p> <p><a href="https://files.eric.ed.gov/fulltext/ED612174.pdf">https://files.eric.ed.gov/fulltext/ED612174.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</a></p>	<p>1, 3 &amp; 6</p>																																																												

learning and accessibility tools to be a priority for professional development, working within the Microsoft Showcase school framework to improve student fluency in the 21 CLD.		
PPv nPP quality of feedback professional development, monitoring and evaluation.	+6 Months. High Quality of feedback for all students: Where all students respond to subject specific comments. Middle leader focus on comparing PPv nPP books from similar starting points.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 3, 4 & 6

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £174,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of the National Tutoring Programme to support KS4 student attainment in English and Maths.	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners</a>	3 & 4
The retention of a Reading Champion to inform, implement and evaluate impact of targeted reading intervention drawing from key data: lexia, Accelerated	Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	1, 4 & 6



<p>Reader and Reading Progress.</p>	<p><a href="https://www.eef.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p><a href="https://www.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Disseminating the use of Reading Progress at a whole school level.</p>	<p>Embedding the use of Reading Progress as a home learning strategy to increase reading practice outside of school hours. Ensuring that parents are supported to use the software to better support pupils with home reading practice. Developing staff across the school to be able to use Reading Pro to inform differentiation, reading intervention and the disciplinary teaching of reading for their subject area. Developing staff to monitor the impact of their use of Reading Pro over time.</p>	<p>1, 4 &amp; 6</p>

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

Budgeted cost: £341,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice, TSAT and PCC's Attendance strategy.</p> <p>Staff will receive training and release time to develop and implement</p>	<p>The DfE, TSAT and PCC guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2, 5.</p>

new procedures. Attendance improvement co-ordinators are in post to improve attendance.		
Embedding the use of the Class Charts and Provision Map to track, monitor and evaluate student behaviour and attitudes, homework and attendance.	Parental engagement with their child's learning is evidenced through the EEF and having a significant impact on student attainment and wellbeing.  <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	2, 5 & 6
Increasing capacity to support vulnerable students through Emotional Literacy, counselling, one to one mentoring, MABS, MHST, Motiv8 and Digital Wellbeing.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2, 4 & 5
Careers and aspirations work, NEET prevention & CEIAG.	Our internal data, and assessments show that the NEET prevention programme has been between 90-100% successful over a three-year period. This is alongside other CEIAG strategies.	1 & 6
Artsmark Award	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months  <a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5
UNICEF Rights Respecting School Award	The Rights Respecting School Award is a nationally recognised award which shows clear evidence of supporting student culture and wellbeing.  <a href="https://www.unicef.org/uk/education/schools">The Impact of the Rights Respecting Schools Award - UNICEF UK</a>	5
The Student Engagement Department including The Link (SEND provision) and The Connect (SEMH provision).	On site Alternative Provision in place to support both SEND and SEMH students, many of whom are also PP to retain a sense of belonging to their mainstream school and to allow them	2, 3 & 5

<p>Training of key pastoral staff (Student Engagement Workers and Learning Mentors) in strategies to support such as PACE.</p>	<p>to access to a full, or more bespoke curriculum.</p>	
<p>Enrichment opportunities for disadvantaged students. E.g., trips and visits supporting cultural capital and music interventions.</p>	<p>Tracking system in place to ensure that PP students are identified and monitored regards their enrichment. Standard 25% reduction in all trips and visits for PP students.</p>	<p>5</p>

**Total budgeted cost: £696,979**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Challenge 1: Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers.**

Since the appointment of a Reading Champion, the academy has offered a three-tiered approach to reading intervention: small group guided reading sessions, small group reading inference sessions and one to one decoding and inference sessions.

As part of the wider Literacy strategy, pupils in year 7 have had access to the Lexia Literacy program and Microsoft Reading Progress- neither of which would have been possible without regular access to devices that the PPG has supported.

Lexia has been embedded into the English curriculum and supports pupils with reading fluency and comprehension. Microsoft Reading Progress has been fully embedded into the English home learning strategy and is also used to provide diagnostic data to support intervention in a timely manner. As of yet, Microsoft Reading Progress has not been fully embedded as a whole school home learning strategy but is being used at least once a half term in Science and Humanities.

Last year, the average progress score for reading ages in year 7 was +11 months and for year 8 +1 year 1 month. For year 7, who had regular access to devices as part of our one:one strategy, PP pupils made on average 1+ month more progress than non-PP.

In 2022/23 the Literacy strategy will remain in its current form with the continuation of reading intervention led by the Reading Champion. Current reading age data indicates a need to increase capacity for phonics intervention for our most vulnerable learners and ensure that the use of Microsoft Reading Progress is embedded across the school and in the majority of subjects.

**Challenge 2: Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 8% lower than for non-disadvantaged pupils.**

Overall attendance %

	19-20	20-21	21-22
Total	92.00	90.47	89.52
PP	89.74	86.67	86.72
Non PP	94.69	94.86	92.57

Difference	4.95	8.19	5.85
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PP attendance remains low than non-disadvantaged pupils. The academy continues to raise attendance scores by embedding principles of good practice set out in DfE's Improving School Attendance advice, TSAT and PCC's Attendance strategy. Staff continue to receive training and release time to develop and implement new procedures. The attendance team send daily texts and follow up phone calls to ensure parental communication is made in every instance of non attendance. For those pupils most in need, home visits on a week by week basis are completed.

The attendance team meet weekly with HoYs to discuss attendance incentives and attend fortnightly BIAS meetings. The school attendance team continue to work with PCC, seeking support and following legal procedures where appropriate.

In support of raising attendance scores, teaching staff have received training on how to use Class Charts to monitor and track attendance in tutor time. This has been integral to our attendance strategy in that it has encouraged regular and timely conversations with pupils regarding their absence from school and the subsequent follow up conversations with parents and carers.

**Challenge 3: Analysis of attainment and progress data shows us that at KS4 disadvantaged students on average, achieve between 1 and 0.5 grades lower than their non-disadvantaged peers over a three-year period.**

As seen below, 2022 KS4 attainment data indicates a continuation of previous trends regarding closing the disadvantaged gap. Pupils in year 11 received a range of intervention and support to mitigate against this including; mentoring and coaching, additional teaching sessions (period 6) and holiday catch up sessions, increased quality assurance of year 11 implementation/ home learning and the NTP provision.

	Overall			Maths			English			Ebacc		
	nPP	PP	Diff	nPP	PP	Diff	nPP	PP	Diff	nPP	PP	Diff
	P8	P8		P8	P8		P8	P8		P8		
21/22	0.06	-0.53	-0.59	0.14	-0.9	-1.04	0.35	-0.53	-0.88	-0.02	-1.01	-0.99
22/23 Pred	-0.8	-1.44	-0.68	-0.4	-1.01	-0.57	-1.1	-1.77	-0.7	-0.99	-1.58	-0.59

58/109 students that took part in Maths and English NTP tutoring were PP.

91/109 (83%) students on the tutoring programme progressed at least 1 grade throughout Y11 – 47/58 PP (81%)

- 17 additional grade 4 Maths students (11 PP)
- 7 additional grade 5 Maths students (3 PP)
- 11 additional grade 4 English Students (4 PP)
- 4 additional grade 5 English Students (1 PP)

29 students progressed more than 1 grade – 26 PP

	nNTP	NTP	nNTP PP	NTP PP
#	136	49	99	27
English WAG to Pred	0.95	0.98	0.95	0.99
English Pred to Pred	-0.24	-0.22	-0.24	-0.26
	nNTP	NTP	nNTP PP	NTP PP
#	122	63	97	31
Maths WAG to Pred	1.05	1.05	1.02	1.06
Maths Pred to Pred	0.12	0.13	0.11	0.14

In 22/23 NTP funding is being spent in 2 key areas;

1. NTP tutors – This year these are face to face with 10 hours of Maths, English and Science. PP students have once again been positively discriminated against when identifying students.
2. P6 Tutoring – There are 15 x groups of 6 students that attend after school tutoring with a classroom teacher for an hour a week in English, Maths and Science.
3. Positive discrimination for PP pupils remains in place when all intervention lists considered.

Of the 18 Y11 students in the SED for summer 22, 15 were PP.

	P8 2022	A8 2022
Overall SED	-2.95	8.89
SED PP	-3.56	9.53
SED Non PP	-5.4	5.67
SED PP Gap	1.85	3.87

The above table indicates the positive impact the SED provision has had on some of our most vulnerable learners in year 11. The adjusted curriculum, behavioural and emotional support the provision provides has resulted in PP pupils surpassing Non PP in terms of outcomes.

In 2021/22, the academy worked with the PCC NEET prevention team and under the CEIAG framework, to provided an extensive careers package that ensured that the all pupils received careers enrichment opportunities, one to one careers advice and follow up support. This resulted in only 7 of 195 pupils remaining NEET in November 2022.

The academy scores above National Average in all aspects of the Gatsby Framework:

Benchmark:	National Average:	TPA:
1. A stable careers program.	43%	58%
2. Learning from career and labour market information.	66%	100%
3. Addressing the needs of each pupil.	38%	90%
4. Linking curriculum learning to careers.	68%	100%
5. Encounters with employers and employees.	56%	100%
6. Experience of workplaces.	36%	100%
7. Encounters with further and higher education.	33%	100%
8. Personal guidance.	65%	100%

Moving forward, Careers Week (February 2023) will launch WEX to year 10. Parent information evening and student workshops will be integral to this process. PP pupils continue to be positively discriminated for careers support and NEET prevention.

2021/22 was the first year in which the academy launched the use of GL Assessment data to track the impact of KS3 provision. Predominantly, this data is used to ascertain pupils' progress against their baseline scores and indicates the learning pathway placement. From this, teachers can better direct learning and additionality where needed; ensuring that adequate support, scaffold and challenge is in place for each pupil. Additionally, this data is used to direct curriculum change where appropriate and inform timely intervention-the long term intended impact being higher attainment scores at KS4. Application of the GL data to curriculum and assessment reform has led to positive gains in progress:

Maths SAS +1, +0.1 stanine change  
 Maths = 87.6% making at least expected progress

English SAS +3.4, +0.5 stanine change  
 English = 86.9% making at least expected progress

Science SAS +0.6, +0.2 stanine change  
 Science = 82.7% making at least expected progress

The data below shows that the gap between PP and non PP students narrowed in Maths from 7.2ppts in autumn (entry) to 5ppts in the summer term.

**Maths PTE Y7 Autumn 21**

	No. of students	Mean SAS	SAS (with 90% confidence bands)											
			60	70	80	90	100	110	120	130	140			
National average	-	100.0					•							
All students	195	93.1				•	•							
No	111	96.2				•	•							
Yes	84	89.0				•	•							

**Maths PTE Y7 Summer 22**

	No. of students	Mean SAS	SAS (with 90% confidence bands)											
			60	70	80	90	100	110	120	130	140			
National average	-	100.0					•							
All students	228	93.1				•	•							
No	131	95.4				•	•							
Yes	89	90.4				•	•							

For English the PP gap extended from 5ppts in autumn to 7.1ppts

**English PTE Y7 Autumn 21**

	No. of students	Mean SAS	SAS (with 90% confidence bands)											
			60	70	80	90	100	110	120	130	140			
National average	-	100.0					•							
All students	150	95.9				•	•							
No	87	98.0				•	•							
Yes	63	93.0				•	•							

**English PTE Y7 Summer 22**

	No. of students	Mean SAS	SAS (with 90% confidence bands)											
			60	70	80	90	100	110	120	130	140			
National average	-	100.0					•							
All students	177	90.9				•	•							
No	104	93.8				•	•							
Yes	73	86.7				•	•							

In support of our KS3 focus (and preparation for KS4 attainment outcomes), the academy's digital strategy continues to be heavily subsidised for disadvantaged pupils ensuring that



all KS3 pupils have access to the broad range of resources, educational apps and Microsoft accessibility tools available in a digital classroom. Currently we have 144 students in Year 7 and 87 students in Year 8 accessing the subsidised payment plan.

Student voice, student observations and teacher observations have provided insight into student accessibility to the curriculum indicating that there are inconsistencies with pupils' IT skills and teacher application of digital tools in the classroom. Since then, CPD (23/11/22) and instructional videos (7/11/22) have been available to staff to improve accessibility and this work will continue in the forthcoming year.

We are already working within the Microsoft Showcase School framework and are leading or advancing in every area of the framework. Staff have received training prior to our accreditation and continue to do so to ensure that the digital strategy "levels the playing field" for our most disadvantaged learners in preparation for KS4.

Assessment feedback and quality of written feedback remains an integral part of our PP provision. Work scrutiny (from both middle leaders and SLT) across both key stages has shown that the quality of book work and teacher feedback varied little amongst PP and Non PP pupils. However, a yearlong work scrutiny of pupils from similar starting points (PP/ Non PP low, middle and higher attainers on entry) did show disparity amongst ability levels. To address this, 2022/23 will see an increased focus on additionality in the classroom for our low on entry and SENd pupils. In support of this, the previous system of "flagging" pupil data has been streamlined to a tiered approach. In this way pupils with multiple needs will be categorised as either red, amber and green in terms of priority to better support teachers and SENd support staff to direct additionality. This data will be readily available on Class Charts so that all staff working in the classroom environment can easily access the relevant data to direct intervention where needed. The intended impact being a marked improvement in the consistency of outcomes across the learning pathways (Aspire, Endeavour and Accelerate).

**Challenge 4: Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.**

GL assessment data and Star reading tests have been used to identify areas of urgent intervention and catch-up provision post pandemic. Literacy intervention has taken place in a timely manner to ensure positive gains with reading ages as detailed above.

In 2022, we have increased capacity to provide Numeracy intervention in KS3 and will be launching the Whizz Maths program in Jan 2022 to ensure adequate catch-up provision is in place; the implementation and impact of which will be tracked and monitored to ensure that PP pupils are positively discriminated against. Accelerated progress in Literacy and Numeracy will foster greater accessibility across all subject areas and enhance a sense of inclusion, belonging and well-being.

As part of our KS4 catch-up provision, 58 pupils in year 11 received NTP sessions, the results of which are detailed above which contributed to the improvement of wellbeing in some of our most disadvantaged pupils.

TPA student pathways @KS3 support PP students with engagement and self-esteem; work is easily distributed and differentiated to varying pathways; ensuring that adequate provision is in place for those most in need. This contributes to a more inclusive environment which has a positive impact on pupils' wellbeing. As part of the Digital Strategy, the academy has launched the use of Microsoft Reflect which enables pupils in KS3 to be emotionally literate and teachers to gather discrete informative data on students' perceptions and feelings about their learning.

Work scrutiny over the last year has identified a need to increase additionality for the lower on entry pathway (Aspire) to ensure it is consistent-with regards to outcomes and feedback- with the middle to higher on entry (Endeavour and Accelerate). The refining of the use of PP data to highlight pupils with multiple needs in a tiered structure (red/amber/ green) will support with this in 2022/23.

Despite the aforementioned work, we have seen an increase in PP pupils' participation in peer-on-peer abuse which is indicative of a need to increase a sense of inclusion and respect for diversity amongst our community. See below:

	T1	T2	T3	T4	T5
<b>R10: Bullying - Verbal and Sustained</b>	-20	-21	-15	-13	-18
PP	-11	-12	-6	-8	-10
Non PP	-9	-9	-9	-5	-8
% PP	55.0%	57.1%	40.0%	61.5%	55.6%
<b>R9: Bullying - Physical and Sustained</b>	-4	-20	-10	-7	-8
PP	-2	-8	-6	-4	-4
Non PP	-2	-12	-4	-3	-4
% PP	50.0%	60.0%	40.0%	42.9%	50.0%
<b>R11: Harmful Sexual Behaviour or Comments</b>	-2	-5	-6	-6	-5
PP	-1	-4	-2	-3	-4
Non PP	-1	-1	-4	-3	-1
% PP	50.0%	80.0%	33.3%	50.0%	80.0%
<b>R12: HBT Behaviour, Comments or Language</b>	-18	-20	-41	-34	-32
PP	-17	-15	-25	-20	-19
Non PP	-1	-5	-16	-14	-13
% PP	94.4%	75.0%	61.0%	58.8%	59.4%
<b>R6: Racist Language, Comments or Behaviour</b>	-15	-16	-15	-19	-16
PP	-11	-13	-11	-12	-11
Non PP	-4	-3	-4	-7	-5
% PP	73.3%	81.3%	73.3%	63.2%	68.8%

Via the role of the Equality Lead, the academy has implemented a consistent approach to the monitoring and subsequent intervention of such incidents. All incidents are investigated and responded to with the necessary teaching and intervention to reduce chances of reoccurrence.

In support of this, the academy has launched a new (2022/23) Personal Development curriculum that places a high emphasis on equality, diversity and inclusion. Explicit teaching of the 2010 Equality Act and subsequent Protected Characteristics has been interwoven into the PD curriculum, Be Your Best Self (BYBS) tutor program and enrichment opportunities. This is supplemented by the academy's participation in the

TSAT #weareone events that work towards celebrating diversity and fostering inclusion across the school. The intended impact of this is to reduce peer-on-peer abuse and this continues to be tracked over 2022/23.

To further foster well-being and inclusion, the academy has placed a high emphasis on cultural enrichment and total education over 2021/22 and will continue to do so into 2023.

2021/22 has seen the implementation of a tracking system in place to ensure that PP students are identified and monitored regards to their enrichment. All PP pupils receive a minimum 25% discount on trip and enrichment activities to increase participation.

2022/23 enrichment data indicates a significant improvement in PP participation in enrichment events. We have surpassed 2021/22 total enrichment points in Term 1 & 2 of this academic year. Total figures so far for 22 to 22 are: 3878 enrichment points, meaning that pupils have attended 3878 enrichment activities. 54% of which are Non PP and 46% PP. Last year, we offered a total of 90 school trips, which is on a rising trajectory for this academic year.

As part of our inclusion and diversity agenda, the academy continues to work towards the Rights Respecting School Framework and achieved Bronze standard accreditation in 2021/22. As part of the RRSA, teaching opportunities on the UN Convention of the Rights of a Child are built into weekly assemblies, PD sessions and as part of the BYBS journals. Pupils are exposed to each article of the convention on a weekly basis and this is interwoven with subsequent PD lessons and activities. The school is currently working towards Silver standard accreditation, with a view to embed the necessary learning opportunities into the wider curriculum by 2023/24.

Additionally, the academy has increased enrichment in the Arts via the Artsmark award of which we gained Gold standard accreditation in 2021/22. Gold standard can be defined as:

*A provision and strategic approach to arts, culture and creativity with colleagues and senior leaders Arts and culture are valued for their own sake, and for their wider contribution to wellbeing, personal development, and the setting's sense of community.*

*Secondary aged students are offered a range of arts qualifications and other avenues to extend their engagement in arts subjects. The setting develops children and young people's ability to express their creativity through the arts and draws attention to the creative and cultural industries as career choices.*

The academy is working towards Platinum accreditation in 2022/23.

In support of this- and as part of a wider TSAT strategy- the academy will be launching Cultural Passports in 2023 which are designed to increase pupils' exposure (to) and participation (in) cultural enrichment opportunities. The use of a "passport" both

enables efficient tracking of enrichment and works as an incentive for pupil participation and sense of inclusion.

**Challenge 5: Our records and assessments, alongside discussions with students and families have identified social and emotional issues for many children, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.**

The academy has seen higher levels of mental health referrals and hospitalisation due to significant self-harm/overdose in 2021/22. We continue to offer support to vulnerable students through Emotional Literacy, counselling, one to one mentoring, MABS, MHST, Motiv8 and Digital Wellbeing and aim to increase capacity for this in 2022/23 (\*see details below).

The last two years has seen a rise in PP suspension rates indicating a need to prioritise pupils’ sense of belonging in our community, see below:

% of suspensions that were PP	2022-23	2021-22	2020-21
Sep	65.9%		0.0%
Oct	62.9%	0.0%	55.6%
Nov	71.8%	66.7%	21.4%
Dec		48.0%	33.3%
Jan		75.0%	
Feb		62.5%	
Mar		66.7%	57.9%
Apr		70.0%	33.3%
May		75.0%	55.1%
Jun		73.7%	26.9%
Jul		80.0%	80.0%
<b>Total</b>	<b>67.0%</b>	<b>67.1%</b>	<b>42.6%</b>

The academy is taking decisive action to mitigate against the rise in suspension rates including a restructuring of the Student Engagement Department (SED) and increasing Alternative Provision and SEW support for pupils most in need. Integral to this is that pupils at risk of low attendance or suspension retain a sense of belonging to their mainstream school and to allow them to access to a full, or more bespoke curriculum.

Key components to our 2022/23 strategy to reduce suspension rates and \*increase mental wellbeing will be the year 10 *Turn Around Provision*, *Near to School* provision and the implementation of *Aspire Tutors*.

The *Turn Around* provision's core aim is to provide an adjusted curriculum offer to some of our most in need pupils in the year group; ensuring that they receive small group tuition and one to one NTP tutoring to support re-engagement with learning and positively impacting on their sense of inclusion within mainstream provision. PP premium students will be positively discriminated for this offer.

The *Near to School* provision has been designed to support pupils to become better equipped to engage with mainstream provision with a high focus on habits for learning, in line with the Thinking School's approach and ethos. Pupils on this course will receive a combination of one-to-one mentoring and support in class, outdoor education opportunities, ELSA and SEMH intervention and intense coaching on self-regulation strategies. This course is designed to ensure that pupils are school ready in terms of behaviour for learning and engagement. All pupils on the course will receive an exit reward ceremony and certification. PP premium students will be positively discriminated for this offer.

*Aspire Mentors* will be placed in school to work with a large number of PP students. The core aim of an *Aspire Mentor* is to provide one-to-one support, intervention and coaching to ensure pupils in need get the regular and consistent support needed to ensure that they are equipped to fully engage with mainstream provision and reduce incidents of negative behaviour. *Aspire Mentors* will also play a key role in mentoring and increasing attendance as well as being integral to the reintegration process of a pupil post suspension to reduce reoccurrence of negative behaviours. PP premium students will be positively discriminated for this offer.

As part of our catch-up provision, 58 pupils in year 11 received NTP sessions, the results of which are detailed above which contributed to the improvement of wellbeing in some of our most disadvantaged pupils.

TPA student pathways @KS3 support PP students with engagement and self-esteem; work is easily distributed and differentiated to varying pathways; ensuring that adequate provision is in place for those most in need. Work scrutiny over the last year has identified a need to increase additionality for the lower on entry pathway (*Aspire*) to ensure it is consistent with regards to outcomes and feedback with the middle to higher on entry (*Endeavour* and *Accelerate*). The refining of the use of PP data to highlight pupils with multiple needs in a tiered structure (red/amber/ green) will support with this in 2022/23. This will contribute to a more inclusive environment which has a positive impact on pupils' wellbeing.

Additionally, part of the Digital Strategy, the academy has launched the use of Microsoft Reflect which enables pupils in KS3 to be emotionally literate and teaches to gather discrete informative data on students' perceptions and feelings about their learning.

All of the above is supplemented by our Enrichment Strategy and launch of *Cultural Passports*, detailed under challenge 4.

**Challenge 6: Our internal data analysis, observations and student and staff voice indicates that disadvantaged students have lower rates of engagement in self-directed learning, particularly homework.**

The academy has seen significant gains in our inclusion strategy with regards to enrichment and the celebration of diversity, as outline in challenges 3 & 4.

The Digital Strategy has been fundamental to our work on fostering self-directed learning.

The 3 aims of year 1 (2021-22) of the one:one project were:

- To free teachers from the front (Additionality),
- make learning last (memory) and
- reduce teacher workload (Planning and resourcing).

QA from SLT and HoD has indicated that the use of devices to support additionality is yet to be fully embedded. At present, devices are predominantly a substitute for books with a blended approach to learning on devices and traditional approaches, particularly in the practical subjects. 2022/23 will see a move towards redefining and modifying curriculum offers to accelerate and enhance learning. A key focus will be using devices more efficiently to support the retention of core knowledge and provide accessibility.

Access to devices increases opportunities for memory recall quizzes, apps and online home learning programs such as GCSEPod, Sparks, Lexia, Seneca and Carousel. 2021/22 QA across the year suggests that the use of these resources is yet to be fully embedded across all subject areas and in a consistent manner. However, a 2022/23 relaunch of this provision, and subsequent CPD, has begun to show an increase in usage:

**CSEPod** statistics: (2021/22) 1575 pods accessed in total. (2022/23) 3104 pods accessed in term 1.

**Seneca** statistics: (2021/22) 19207 sessions completed in total. (2022/23) 18586 sessions completed in term 1.

Initial staff feedback (2021/22) on the Digital Strategy was positive with regards to teacher workload, ease of sharing resources and collaboration within the school and across the Trust. The core focus of 2022 is to embed 21 CLD across curriculum provision and working towards digital remodified curriculum offer.

To support self-regulated learning, both internal and trust based CPD carried a focus on meta-memory work, and on metacognition strategies. Metacognitive strategies at TPA are linked with the learning question and success criteria policy. Where used in

lessons alongside reflective practices and metacognitive modelling via “expert thinking”, a higher quality of learning was observed. However, where pp/npp gaps exist this strategy does not close them, in general higher ability students take to metacognitive strategies quite naturally, and less able students are resistant. When PP/nPP students were compared to students of the same ability range, leaders reported that gaps were negligible or non-existent. This was supported via regular SLT work scrutiny and suggests the strategy is effective and should be continued in the long term.

2021/22 saw a revision of the academy’s home learning strategy to place greater emphasis on use of devices and reward for engagement. Research and training was shared with MLs and reflected on leading to the eventual removal of the detention system for homework at KS3. Department were encouraged to outline their own “positive engagement” strategy for homework. At KS3 home learning was to be set according to the departmental policy, and only positive reinforcement issued for completion. (I.e. no punishments for non-completion).

In year 7, where students were on laptops, they had greater access to reading progress as a strategy, and to the short quizzes and memory work suggested by most of the research. There is some evidence to suggest that this year group showed higher engagement than other year groups, but “increased engagement” was not shown, as the data was not compared with the previous year 7, only the current year 8, and a drop off in homework rates through each year group has been a common sight since covid.

2022/23 QA suggests that the setting, engagement (with) and tracking (of) homework across all subjects has been poor and inconsistent. A term 1 trial took place in which homework in year 7 was set via a whole year group Microsoft Teams page which allowed for more consistency and better tracking of pupil participation. This method also allowed for better use of Microsoft Insights to monitor pupil engagement patterns across PP and nonPP pupils. Moving forward, this method will become part of the home learning strategy across the school to ensure greater consistency with policy and outcomes. Whilst the academy continues to focus on an incentive-based approach to engagement with home learning, the use of Microsoft Insights data will allow for more clarity around incompleteness rates and the subsequent intervention needed.

The provision of Class Charts has also allowed for greater parental engagement with home learning and reward points. The academy aims to foster parental engagement further by offering Digital workshops for parents and carers to better support them with supporting their child at home. The parents/ carers of PP pupils will be positively targeted for this offer.