

## Pupil Premium Strategy Statement for The Portsmouth Academy (TPA)

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 as November 2023

Detail	Data (as at 23 Oct 23)
Number of pupils in school	1221
Proportion (%) of pupil premium eligible pupils	687/1221 pupils (56.3%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 (Year 3 of a 3 year plan from 2021-2024)
Date this statement was published	10 Dec 23
Date on which it will be reviewed	November 24 (with mid review May 24)
Statement authorised by	Natalie Sheppard
Pupil premium lead	Rachel Grey
Governor / Trustee lead	Sarah Rhodes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£628,245
Recovery premium funding allocation this academic year	£171,494
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>	£799,739

## Part A: Pupil premium strategy plan

### Statement of intent

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 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. 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. Previously accredited as a Gold Artsmark school for its work in this area, the school continues to work towards Platinum Accreditation by September 2024, which will include further work on the following areas:

- Increased extra-curricular offer, especially for disadvantaged
- Improved monitoring of enrichment, take up and impact
- Increased variety of arts-based work experience
- Creation, monitoring and evaluation of cultural passports (termly), working with other schools to enhance personal development impact
- Creation of weekly (votes for schools) and termly (personal development) student voice opportunities to increase students’ cultural capital and knowledge of the wider world

The wider curriculum provides 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 – aiming to move from Bronze award to achieve Silver in 23/24.

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.

New Pillars to meet the needs of all children in 23-24, with a particular emphasis on disadvantaged are as follows:

Every subject as good as the best

- Self-reflective learners

Every student aspires and achieves

- Strong outcomes – through securing attendance and student results

Staff fly in a 'V'

- Calm, predictable and respectful environment – consistency of approach and response drives improvement whilst providing pastoral support

Quality first teaching has the biggest impact on disadvantaged students' attainment and progress and therefore key strategies are employed to ensure this occurs. In 23/24 there is a greater focus on the new pillar – every subject as good at the best. This is a drive to ensure the highest level of quality first teaching and subject knowledge is consistent across all subjects, to ensure consistency of student experience.

Previously accredited as an Advanced Thinking School, TPA is due to re-accredit this year. Metacognition and meta-memory remains key and pedagogy and reflective practice is embedded. All staff and students are trained in the use of thinking tools, to 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.

TPA believe that closing the digital divide is essential for our students' future life chances; the digital strategy includes digital learning, digital skills and digital citizenship. It continues to invest in mobile devices to support the curriculum to improve student competence with using technology and benefit from personalised learning opportunities from wide range of software available. This is especially important to our reading strategy. In 2021/22, the academy was awarded Microsoft Showcase School status and in 2023 has been re-accredited as such, due to its investment in digital provision for students, 1:1 device offer, etc. Additionally, TPA recently won a Global EtTech Award for secondary school digital transformational of the year. This is supported by the use of PPG for eligible pupils.

TPA is a fully inclusive school and as such caters for a range of needs. Our KS4 onsite Student Engagement Department and SEMH provision for KS3 students (The Base) helps

them to continue learning in a mainstream provision. This supports a sense of belonging and provides a mainstream yet bespoke curriculum. Our SEND/Vulnerable provision (The Link) ensures that targeted support is offered to those students who have wider educational needs and removes barriers to their learning.

## Challenges

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

Challenge number	Detail of challenge – updated for 23/24 priority areas identified																																																												
1	Attendance – Data over last 4 years indicates attendance among disadvantaged pupils is usually 5-9% lower than for non-disadvantaged pupils.																																																												
2	Student Behaviour – in and out of classroom																																																												
3	KS4 – attainment & progress shows that at KS4 disadvantaged students on average achieve between 1 and 0.5 grades lower than their non-disadvantaged peers over a 3-year period. Factors which contribute to this include reading, literacy levels, access to technology and other resources, attendance, mental health, wider wellbeing concerns and parental engagement.																																																												
4	Reading comprehension – a range of data and feedback indicates that disadvantaged pupils have lower levels of reading comprehension than non-disadvantaged peers, impacting their access to the full curriculum and their progress in all subjects.																																																												
5	Partial school closures in 2020/21 continue to have a longer lasting effect on the wellbeing of many of our disadvantaged students (as confirmed by many national studies). This has resulted in significant knowledge gaps and students falling behind further than their non-disadvantaged peers in age-related expectations, especially in Maths and English.																																																												
6	Increased social and emotional issues for disadvantaged students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.																																																												
7	Lower rates of engagement in self-directed learning, particularly homework. This particularly impacts disadvantaged students for whom there is a digital divide and limited access to resources.																																																												
8	Increased challenge of PP students – overlap with additional challenges requiring more bespoke support <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>No of stu- dents</th> <th>PP</th> <th>FSM</th> <th>PP &amp; SEND</th> <th>PP &amp; EAL</th> <th>PP &amp; HPA</th> <th>PP &amp; Att</th> <th>PP &amp; Boys</th> <th>HA PP Boys</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>257</td> <td>65.4%</td> <td>63.0%</td> <td>4.3%</td> <td>12.5%</td> <td>4.3%</td> <td>19.8%</td> <td>29.2%</td> <td>4.3%</td> </tr> <tr> <td>8</td> <td>253</td> <td>64.8%</td> <td>58.9%</td> <td>11.5%</td> <td>9.5%</td> <td>4.7%</td> <td>28.5%</td> <td>31.6%</td> <td>4.7%</td> </tr> <tr> <td>9</td> <td>247</td> <td>49.8%</td> <td>43.3%</td> <td>7.3%</td> <td>10.1%</td> <td>1.6%</td> <td>23.1%</td> <td>25.1%</td> <td>1.6%</td> </tr> <tr> <td>10</td> <td>241</td> <td>49.8%</td> <td>48.1%</td> <td>11.6%</td> <td>10.4%</td> <td>6.2%</td> <td>26.1%</td> <td>30.3%</td> <td>6.2%</td> </tr> <tr> <td>11</td> <td>223</td> <td>49.3%</td> <td>45.3%</td> <td>11.2%</td> <td>9.4%</td> <td>9.4%</td> <td>20.6%</td> <td>23.8%</td> <td>9.4%</td> </tr> </tbody> </table>	Year	No of stu- dents	PP	FSM	PP & SEND	PP & EAL	PP & HPA	PP & Att	PP & Boys	HA PP Boys	7	257	65.4%	63.0%	4.3%	12.5%	4.3%	19.8%	29.2%	4.3%	8	253	64.8%	58.9%	11.5%	9.5%	4.7%	28.5%	31.6%	4.7%	9	247	49.8%	43.3%	7.3%	10.1%	1.6%	23.1%	25.1%	1.6%	10	241	49.8%	48.1%	11.6%	10.4%	6.2%	26.1%	30.3%	6.2%	11	223	49.3%	45.3%	11.2%	9.4%	9.4%	20.6%	23.8%	9.4%
Year	No of stu- dents	PP	FSM	PP & SEND	PP & EAL	PP & HPA	PP & Att	PP & Boys	HA PP Boys																																																				
7	257	65.4%	63.0%	4.3%	12.5%	4.3%	19.8%	29.2%	4.3%																																																				
8	253	64.8%	58.9%	11.5%	9.5%	4.7%	28.5%	31.6%	4.7%																																																				
9	247	49.8%	43.3%	7.3%	10.1%	1.6%	23.1%	25.1%	1.6%																																																				
10	241	49.8%	48.1%	11.6%	10.4%	6.2%	26.1%	30.3%	6.2%																																																				
11	223	49.3%	45.3%	11.2%	9.4%	9.4%	20.6%	23.8%	9.4%																																																				

## 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 2023/24	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%.
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 2023/24 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 2023/24	Reduction in instances of peer-on peer abuse being reported. Reduction in % of disadvantaged students receiving suspensions due to disengagement with school. Reduction in mental health referrals made. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Disadvantaged students to take up 50% of the places on enrichment activities.
To increase student independent learning and engagement with learning outside of the classroom by eradicating the digital divide	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. By 2024/5 this will incorporate 4/5 year groups and internal tracking will show a significant improvement on disadvantaged students completing homework

## 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: £127,751

Activity *New for 23/24 **Approved activity as listed in 'Menu of Approaches' Guidance	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils**	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">EEF Blog: Five ways to use diagnostic assessment in the...   EEF (educationendowmentfoundation.org.uk)</a>	1-8
Ongoing whole school focus on the teaching of thinking and metacognitive strategies; including meta-memory (mastery) CPD and release time for staff to attend peer reviews to develop their own practice. **	Inexpensive method to help pupils become more independent learners. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Metacognition and self-regulation   EEF</a>	3-8
PP vs non-PP 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 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>	3-8
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. **	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: <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> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">EEF Blog: Five ways to use diagnostic assessment in the...   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4,5,6,7,8
Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a>	1-8

synthetic phonics programme, mastery based approaches to teaching or feedback**	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	
Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) & appointment of specific staff (%) with responsibility for supporting PP students specifically** Mentoring & Coaching programmes for teachers and middle leaders	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1-8
Technology and other resources that support high quality teaching, for example software to support diagnostic assessment**	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/blog/five-ways-to-use-diagnostic-assessment-in-the-classroom">EEF Blog: Five ways to use diagnostic assessment in the...   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4,5,7,8
Increased focus on homework strategy to build resilience and independent learning.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> 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.	3-8
Introduction of Digital Literacy Lead Role at TPA	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	3-8

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

Budgeted cost: £285,157

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)**	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.	3-8

<p>The use of the National Tutoring Programme to support KS4 student attainment in English, Maths &amp; Science.</p>	<p><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> <a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>English &amp; maths gaps – identification through baseline and repeated assessments Identifying gaps in knowledge and plan/deliver targeted academy support in the form of</p>	<p><a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/eef-publishes-new-review-of-evidence-on-maths-teaching">EEF publishes new review of evidence on Maths teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5,8
<p>Targeted interventions to support language development, literacy and numeracy**</p>	<p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/early-numeracy-approaches">Early numeracy approaches   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</a></p>	3,4,5,8
<p>The retention of a Reading Champion to inform, implement and evaluate impact of targeted reading intervention drawing from key data: Iexia, Accelerated Reader and Reading Progress. **</p>	<p>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: <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> 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. <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5,7,8
<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>	3,4,5,7,8
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND**</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://educationendowmentfoundation.org.uk/special-educational-needs-in-mainstream-schools">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/eef-blog-five-a-day-to-improve-send-outcomes">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5,8
<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	3,4,5,8



or delivering structured interventions**	<a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	
--	---	--

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

Budgeted cost: £386,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student provision of one:one digital device from the time they start in year 7. Heavily subsidised for PP students. Provide training for teachers on digital learning and accessibility tools, working within the Microsoft Showcase school framework to improve student fluency in the 21 CLD.	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. <a href="https://files.eric.ed.gov/fulltext/ED612174.pdf">https://files.eric.ed.gov/fulltext/ED612174.pdf</a> <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>	3-8
*Restructure of support roles, including pastoral, HOY, new roles of Behaviour Support Manager, Pastoral Assistants, Youth Worker and Family Liaison officer – to support PP and PP overlap group and progress priorities. Increase in ELSA support roles**	<a href="https://www.peaceofme.co.uk/">https://www.peaceofme.co.uk/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> + 4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> + 4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> + 4 months	1,2,3,6,7,8
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice, TSAT and PCC's Attendance strategy, including Attendance improvement co-ordinator and restructure roles to support**	The DfE, TSAT and PCC guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> + 4 months	1,6,8
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">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1-8
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. <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1-8

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. <a href="#">Careers education   EEF (educationendowmentfoundation.org.uk)</a>	3-8
Artsmark Award**	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1-8
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="#">The Impact of the Rights Respecting Schools Award - UNICEF UK</a>	1-8
The Student Engagement Department including The Link (SEND provision) and The Connect (SEMH provision). Training of key pastoral staff (Student Engagement Workers and Learning Mentors) in strategies to support such as PACE. **	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 to access to a full, or more bespoke curriculum.	1-8
Enrichment opportunities for disadvantaged students. E.g., trips and visits supporting cultural capital and music interventions. **	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. Cultural Passport review of impact – continuing to track engagement and impact. <a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> + 3 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> + 1 month <a href="https://twitter.com/LGBTEducators">https://twitter.com/LGBTEducators</a>	1-8

**Total budgeted cost: £799,739**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

PP Gap has closed by 0.2. 2022/23: 0.74 vs 2021/22: 0.94. National gap: 0.7 – TPA is in line with national gap for PP – but remains a key focus			<b>2022-23</b>	<b>Y11 Results</b>
			<b>Progress 8 Entries</b>	196
			<b>Progress 8 All</b>	-1.11
<b>P8 2023 by subject/area</b>	<b>-1.02</b>	PP Gap	<b>PP</b>	-1.48
English P8	-1.21	-0.41	<b>non-PP</b>	-0.74
Maths P8	-0.88	-0.29	<b>Gap pp vs non-pp</b>	-0.74
Ebacc P8	-1.00	-0.37	<b>Gap pp vs all</b>	-0.37
Open P8	-1.08	-0.54		

Attendance - Last year saw a 6% gap against non-PP and a 2.7% gap against all. It remains a key focus in 23-24.

Year	20-21	21-22	22-23
Total	90.47	89.52	86.1
PP	86.67	86.72	83.4
Non-PP	94.86	92.57	89.7
Difference	8.19	5.85	6.3

The Academy seeks to provide appropriate interventions where possible to avoid repeat suspensions and incidents of negative behaviour. PP/ SEND pupils are prioritised in these interventions. At present, we offer a package of behaviour interventions. We also offer an ELSA (Emotional Literacy Support Assistant) to work with pupils in need to develop their emotional literacy skills. A Youth Worker and Family Support Worker is currently being recruited. Tracking of attendance/engagement with enrichment clubs and opportunities is much improved. There has been a significant rise in attendance at lunch time and after school enrichment clubs in 2022 to 23 when compared to 2021 to 22.

01/09/21 to 05/05/22	01/09/22 to 05/05/23	Positive / Minus
Overall Enrichment points awarded	Overall Enrichment points awarded	
2654	9340	+ 6686
PP enrichment points	PP enrichment points	
1334	5233	+ 2773
NPP enrichment Points awarded	NPP enrichment Points awarded	
1320	3396	+ 3913

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme/External system/software	Provider
MABS Programme	MABS (Behaviour Service)
NTP Tutor programme	NTP
Accelerated Reader	
Reading Cloud	
Maths Wizz	
Class Charts	
PCC Needs Programme	
SLA Ed Psych	SLA
Seneca	
Renaissance Learning	
Library	SLA
Careers guidance	
GL Assessment	