

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 2024

Detail	Data (as at 6 th November 2024)
Number of pupils in school	1235
Proportion (%) of pupil premium eligible pupils	51.98% (642/1235)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	19 December 2024
Date on which it will be reviewed	November 25 (with mid review May 25)
Statement authorised by	Michelle Smith (Executive Principal and Regional Director)
Pupil premium lead	Kev Burns (VP Quality of Education)
Governor / Trustee lead	Sarah Blackmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£693,580
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<p><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></p>	

<p>Total budget for this academic year</p> <p><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></p>	<p>£693,580</p>
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Part A: Pupil premium strategy plan

Statement of intent

The Portsmouth Academy has a significantly higher proportion of disadvantaged students than national average and the school is situated in quintile 1 for deprivation. As such we aim to transform the life chances of our students through preparing them to meet the world; focussing on the values of Aspire, Achieve and Respect.

The school understands that for children to learn and achieve they must attend school. To improve attendance students must feel safe and have a strong sense of belonging, alongside the fundamental literacy and numeracy skills which allow them to access our ambitious broad and balanced curriculum and achieve well.

The school's strategy to improve outcomes and life chances for PP students is to:

- Provide an inclusive provision so that all students attend school regularly and are routinely punctual
- Provide a broad, balanced and ambitious curriculum that allows students' talents to be recognised, developed and celebrated alongside academic achievement and progress
- Ensure literacy, oracy and reading ages are improved and accelerated from starting points
- Provide teaching, learning and assessment practice which has a metacognitive approach and makes good use of technology to provide additionality and support adaptive teaching and improve outcomes
- Implement a consistent approach to respectful behaviours and social norms to provide a calm and predictable environment conducive to learning.

The 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, digital learning, literacy, and metacognition.

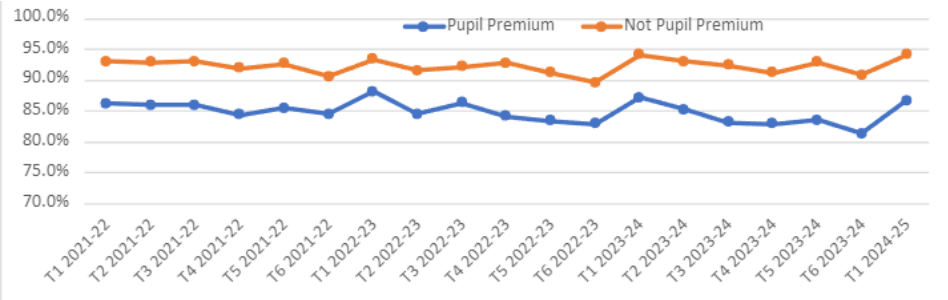
The school works within the following national frameworks of:

- UNICEF Rights Respecting Schools – Silver
- Voice 21 – Year 1 of a 3 year journey
- Artsmark – Gold Award
- Advanced Thinking School (University of Exeter)
- Microsoft Showcase School – a 1-1 device offer for all children, supplied by the school

TPA is a fully inclusive school and as such caters for a range of needs. Our onsite inclusive provision 'Connect' caters for SEMH provision for KS3 students and KS4 disadvantaged learners where a full mainstream curriculum has not been appropriate. This supports children to continue learning in a mainstream provision with subject specialists delivering core subjects thereby ensuring quality first provision.

Challenges

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

Challenge number	Detail of challenge																																																												
1	<p><u>Attendance and punctuality</u></p> <p>Data over last 3 years indicates attendance among disadvantaged pupils is usually 5-8% lower than for non-disadvantaged pupils, with the gap having increased rather than declined. Attendance has not built back to pre-pandemic standards despite interventions. Portsmouth LA is a Priority Education Investment Area and has been recognised as an LA which will benefit from the Attendance Mentoring strategy launched by the DfE in 24/25. Poor attendance and punctuality is a significant barrier to positive progress and attainment outcomes at The Portsmouth Academy, particularly with disadvantaged students. Evidence from validate outcomes show that the gap between PP students and nPP reduces by around a third of a grade if their attendance is above 90%. PP students are 8 times more likely to be classed as severely absent than non PP students</p>  <table border="1"> <caption>Attendance Data (Estimated from Graph)</caption> <thead> <tr> <th>Term</th> <th>Pupil Premium (%)</th> <th>Not Pupil Premium (%)</th> </tr> </thead> <tbody> <tr><td>T1 2021-22</td><td>85.5</td><td>93.0</td></tr> <tr><td>T2 2021-22</td><td>85.5</td><td>93.0</td></tr> <tr><td>T3 2021-22</td><td>85.5</td><td>93.0</td></tr> <tr><td>T4 2021-22</td><td>84.5</td><td>92.5</td></tr> <tr><td>T5 2021-22</td><td>85.5</td><td>93.5</td></tr> <tr><td>T6 2021-22</td><td>84.5</td><td>90.5</td></tr> <tr><td>T1 2022-23</td><td>88.0</td><td>94.0</td></tr> <tr><td>T2 2022-23</td><td>84.5</td><td>91.5</td></tr> <tr><td>T3 2022-23</td><td>86.0</td><td>92.5</td></tr> <tr><td>T4 2022-23</td><td>84.5</td><td>92.5</td></tr> <tr><td>T5 2022-23</td><td>83.5</td><td>91.0</td></tr> <tr><td>T6 2022-23</td><td>83.0</td><td>89.5</td></tr> <tr><td>T1 2023-24</td><td>86.5</td><td>94.5</td></tr> <tr><td>T2 2023-24</td><td>85.0</td><td>92.5</td></tr> <tr><td>T3 2023-24</td><td>83.5</td><td>92.0</td></tr> <tr><td>T4 2023-24</td><td>83.5</td><td>91.0</td></tr> <tr><td>T5 2023-24</td><td>84.0</td><td>93.0</td></tr> <tr><td>T6 2023-24</td><td>81.5</td><td>90.5</td></tr> <tr><td>T1 2024-25</td><td>86.0</td><td>94.5</td></tr> </tbody> </table>	Term	Pupil Premium (%)	Not Pupil Premium (%)	T1 2021-22	85.5	93.0	T2 2021-22	85.5	93.0	T3 2021-22	85.5	93.0	T4 2021-22	84.5	92.5	T5 2021-22	85.5	93.5	T6 2021-22	84.5	90.5	T1 2022-23	88.0	94.0	T2 2022-23	84.5	91.5	T3 2022-23	86.0	92.5	T4 2022-23	84.5	92.5	T5 2022-23	83.5	91.0	T6 2022-23	83.0	89.5	T1 2023-24	86.5	94.5	T2 2023-24	85.0	92.5	T3 2023-24	83.5	92.0	T4 2023-24	83.5	91.0	T5 2023-24	84.0	93.0	T6 2023-24	81.5	90.5	T1 2024-25	86.0	94.5
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2	<p><u>Key Stage 4 Attainment and Progress</u></p> <p>Attainment & progress shows that at KS4 disadvantaged students on average achieve between 1 and 0.6 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.</p> <p>P8 gap improving trend between PP v nPP, however overall P8 has been in decline for the past three years.</p> <p>PP nPP gap 2023/24: -0.6 2022/23: -0.7 2021/22: -0.99</p>																																																												
3	<p><u>Literacy, oracy and reading</u></p> <p>A range of data and feedback indicates that disadvantaged pupils have lower levels of literacy and reading comprehension than non-disadvantaged peers, impacting their access to the full curriculum and their progress in all subjects. 70% of students transition in Year 7 below chronological age for reading, impacting on their comprehension of the curriculum and at KS3 62% of the students identified as needing urgent intervention for reading are PP. This gap widens without robust interventions and then significantly impacts on achievement at KS4.</p>																																																												
4	<p><u>Behaviour and Attitudes</u></p> <p>Student behaviour and attitudes post pandemic has seen an increase high tariff behaviours such as persistent disruption, physical assaults, verbal abuse and vandalism. As a result, suspension and exclusion rates have risen. PP students are over-represented in all aspects of negative behaviour data and are around three times more likely to be suspended or permanently excluded than their non-PP peers.</p>																																																												

	Alongside the above, persistent defiant behaviours have increased. PP students are almost 5 times more likely than their nPP peers to display behaviours within classrooms which significantly disrupt and then lead to removal from the learning environment.
5	<u>Ongoing impact of pandemic</u> 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	<u>Social, Emotional and Mental Health needs</u> Increased social and emotional issues for disadvantaged students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
7	<u>Engagement in out of class learning</u> Lower rates of engagement in self-directed learning, particularly homework. This particularly impacts disadvantaged students for whom there is a digital data divide and poverty; limited access to resources.
8	<u>Wider opportunities and cultural capital</u> Limitations in access to a wide range of both experiences and facilities outside of the school impact disadvantaged students' aspirations, self-belief, and confidence. This includes access to quiet spaces, Wi-Fi, computers, reading materials, basic resources as well as external and wider cultural exposure.

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
1. Improve attendance of all pupils to school, with a particular focus on reducing the disadvantaged gap.	Overall attendance percentage to have increased from 88% to 94% over the course of the next three years, with the bulk of the gains coming from the disadvantaged cohort to close the attendance gap to 4%.
2. Improve proportion of 4+ and 5+ grades for all students, particularly the disadvantaged. 2023/24 – A8 score for PP students 29.25 v nPP 39.15 9.9 difference (1 grade)	For this year's cohort there is no SATs data and therefore success criteria have been set using attainment 8 scores. 2024/25 – Reduce the A8 gap to –0.6 (2/3s of a grade) 2025/26 - Reduce the A8 gap to –0.2 (1/3 of a grade) 2026/27 – Reduce the A8 gap to 0 Improve the % of PP students achieving both English and Maths at grade 4+ and 5+ in line with school improvement plan.
3. Improved reading age among disadvantaged pupils across KS3.	Reading age tests demonstrate improved reading ability and vocabulary acquisition 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.
4a. Reduce instances of high tariff behaviours which result in suspension and permanent exclusion, particularly for disadvantaged students	<p>Disadvantaged pupils have been overrepresented suspension and exclusion figures. The school's work with the DfE Behaviour Hubs programme between 23/25 should begin to see improves data in:</p> <p>Improved interventions to support PP students to achieve the following.</p> <ul style="list-style-type: none"> • Reduction of suspension for PP pupils overall • Reduction in the gap between PP and nPP suspension rates • Reduction of permanent exclusion • Overall reduction in removal for class for PP students e.g. parking requests, use of the Arch. • Further reductions in peer-on-peer abuse.
4b. Provide bespoke support to pupils with SEMH needs	<p>Students flagged as SEMH and who have been placed on a bespoke curriculum will achieve their targets in English, Maths and Science.</p> <p>There will be a demonstrable reduction in negative behaviour patterns tracked over three-year period.</p>
6. Improve mental health and wellbeing of disadvantaged students ensuring access to wider enrichment activities to support belonging	<p>Reduction in mental health referrals made and ensuring appropriate mental health support is in place.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Disadvantaged students to take up 50% of the places on enrichment activities.</p>
7. To increase student independent learning and engagement with learning outside of the classroom by eradicating the digital divide	<p>Students are supplied with a one-to-one digital device when they join the academy in year 7, this is refreshed in year 9.</p> <p>Continued improvement of disadvantaged students completing home learning.</p> <p>Improved progress data for PP students tracked from KS3.</p>

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: £73,985

Activity **Approved activity as listed in 'Menu of Approaches' Guidance	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils**</p> <ul style="list-style-type: none"> • KS3 assessment strategy • Feedback to feedforward • AfL and Adaptive Teaching 	<p>EEF Blog: New case studies - Making effective use of diagnostic... EEF</p> <p>A Summary of Evidence Based Formative Assessment Strategies - Evidence Based Education</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1-5
<p>Ongoing whole school focus on the teaching of thinking and metacognitive strategies; including meta-memory (mastery)**</p> <ul style="list-style-type: none"> • In-house CPD to develop and disseminate practice • Re-accreditation as Advanced Thinking School 	<p>Inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation EEF</p> <p>Microsoft Word - Report on the Evaluation of the Impact of the Thinking School Approach - version 2.docx</p>	1-7
<p>Professional development and training for staff regarding oracy and high-quality discussion techniques.</p> <ul style="list-style-type: none"> • Peer to peer collaboration to enhance the impact of peer and self-assessment • Accreditation as a Voice 21 School 	<p>Impact Report 2022 – 2023 - Voice 21</p> <p>Collaborative learning approaches EEF</p>	1-4
<p>Coaching and mentoring of teachers to provide ongoing professional development.</p> <ul style="list-style-type: none"> • Lead Coach trained in WalkThrus and BASIC coaching to lead a team of coaches to support 	<p>Effective Professional Development EEF</p> <p>The Evidence and Rationale Behind Steplab</p>	2

<p>staff with continuous improvement.</p> <ul style="list-style-type: none"> • Implementing Steplab as a coaching tool consistently across the school. • ECT mentoring: training and release time. 		
<p>Ongoing implementation and professional development of digital learning strategies across the school.</p> <ul style="list-style-type: none"> • Digital Learning Lead Practitioner to disseminate best practice • Microsoft Showcase School 	<p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1-5</p>
<p>Ongoing use of Reading Progress at a whole school level. **</p> <ul style="list-style-type: none"> • Lead Practitioner for Literacy • CPD for staff • Use of AI to support text adaptation • The Day subscription 	<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>2, 3, 5</p>
<p>Supporting retention through the NPQ suite</p> <ul style="list-style-type: none"> • 5 staff following NPQs across 2024/25 	<p>Using Pupil Premium: Guidance for School Leaders</p>	<p>1-8</p>
<p>Technology and other resources that support high quality teaching, for example software to support diagnostic assessment**</p> <ul style="list-style-type: none"> • Sparx • Dr Frost • Microsoft Reading Pro • GCSEpod • Exam Pro • MyOn 	<p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) EEF Blog: Five ways to use diagnostic assessment in the... EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 5</p>
<p>Homework strategy to build resilience and independent learning.</p> <ul style="list-style-type: none"> • Class Charts 	<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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2, 3, 5, 7</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.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £248,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions for student in KS4 to reduce the gap between PP and nPP attainment.</p> <ul style="list-style-type: none"> • P7 P0 intervention • 2 tutors maths and science and 85% of students on average seen by them are PP. • Project 5 intervention intensive English – a grade’s worth of impact for those students • Mentoring 100% PP • Battle plans • NEETs • KS4 Connect (SEMH provision) have access to QFT in maths (3), English (4) and Science (3), on top of timetabled curriculum hours. AQA short courses, Asdan. 	<p>2. Targeted academic support EEF</p> <p>In house evidence of +1 grade improvement on average of those who engaged in these interventions.</p>	2, 3, 5, 7
<p>One to one, small group or peer academic tuition, including through on-site tutors in Maths and Science.</p>	<p>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. This approach has been evidenced as successful within The Portsmouth Academy over the previous three years with students who are targeted with this intervention improving their grade by 1+.</p> <p>2. Targeted academic support EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5, 7
<p>English & maths gaps – identification through baseline and repeated assessments</p>	<p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5, 7

<p>Identifying gaps in knowledge and plan/deliver targeted support.</p> <ul style="list-style-type: none"> Aspire mentoring to provide academic interventions in Literacy, Numeracy, EAL to close the gaps. 	<p>EEF publishes new review of evidence on Maths teaching EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted interventions to support language development in Literacy.</p> <ul style="list-style-type: none"> Timetabled ongoing Literacy lessons using a recognised phonics programme (Pearl Phonics). 	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5, 7
<p>The retention of a Lead Practitioner for Literacy to inform, implement and evaluate impact of targeted reading, literacy and oracy intervention drawing from key data: Microsoft Reading Pro, Accelerated Reader. **</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: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 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. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND (and those waiting for diagnosis)**</p> <ul style="list-style-type: none"> TPA Top 5 Adaptive Teaching KS3 Connect provision KS4 Connect provision 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5, 6, 7
<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions**</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 5, 6, 7

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

Budgeted cost: £370,918

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. Supplied by the school.	Consistently positive impact on learning especially when leaders ensure that technology is used to enable,	3-8

<ul style="list-style-type: none"> • Accessibility tools to support SEN • Access to home learning to reduce the digital divide. 	<p>or make more efficient, effective teaching and learning practices. Accessibility and modality advantages. Engagement and life-ready skills. https://files.eric.ed.gov/fulltext/ED612174.pdf https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</p>	
<p>Behaviour and Pastoral Team</p> <ul style="list-style-type: none"> • Behaviour and Pastoral support and interventions • Running of the offsite provision • Peer on Peer abuse strategy • Support parental engagement and communications 	<p>https://www.peaceofme.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions + 4 months</p>	1-8
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice, TSAT and PCC's Attendance strategy including Attendance improvement co-ordinator and Family Liaison Officer</p> <p>In addition to this the school is taking advantage of the new DfE attendance mentoring programme and this work will take place in conjunction with PCC over the course of 24/25 and beyond, funding dependent. Alongside this the school intends to work with other providers such as Dare to Dream, StudyBugs and the Girls Network to improve attendance to school for all students, but particularly disadvantaged **</p>	<p>The DfE, TSAT and PCC guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months</p>	1
<p>Intervention tracking and monitoring using Provision Map to evaluate student behaviour and attitudes, homework and attendance. Increased parental engagement with the SEN team **</p>	<p>Parental engagement with their child's learning is evidenced through the EEF and having a significant impact on student attainment and wellbeing. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1-8
<p>Increasing capacity to support vulnerable students through Emotional Literacy (ELSA), counselling, one to one mentoring, MABS, MHST, Motiv8 and Digital Wellbeing, Family Liaison Officer. **</p>	<p>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. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1-8
<p>Careers and aspirations work, NEET prevention & CEIAG.</p>	<p>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. Careers education EEF (educationendowmentfoundation.org.uk)</p>	3-8
<p>Artsmark Award – Platinum (Gold achieved) **</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. +3 months Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1-8

<p>UNICEF Rights Respecting School Award – Gold Silver achieved **</p>	<p>The Rights Respecting School Award is a nationally recognised award which shows clear evidence of supporting student culture and wellbeing. The Impact of the Rights Respecting Schools Award - UNICEF UK</p>	<p>1-8</p>
<p>Enrichment opportunities for disadvantaged students. E.g., trips and visits supporting cultural capital and music interventions. Farm School programme delivered in house to support social and emotional learning and confidence building. **</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. Cultural Passport review of impact – continuing to track engagement and impact. https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation + 3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity + 1 month https://twitter.com/LGBTEducators</p>	<p>1-8</p>

Total budgeted cost: £693,580

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS3 attainment and progress 2023/24

Y7 Progress

In the academic year 2023/24 there was no PP attainment gap within Year 7 across the course of the year through internal data. PP increased slightly more in raw % scores from assessment 1 to 2. PP students increased by an average of 3.21ppts between their two assessments, whereas non PP students increased by just 2.61ppts.

An equal % of PP and non PP students were on track or above targets at the end of the year, and a very similar number made outstanding progress (33% of PP students vs 34% non PP students)

Y8 Progress

In 2023/2 there was a small PP gap in Year 8. PP students on average across all subjects declined by -0.14 ppts from assessment 1 to assessment 2, while non PP students made a marginal gain of +0.71 ppts.

Students making the largest amount of progress were slightly more likely to be non PP, although again, the differences are not significant. PP students were also slightly less likely to be working on or above target level – 71.81% vs 75.89% for not PP.

Y9 Progress

The attainment gap for Y9 PP students was a bit wider than Y7 and Y8 in terms of progress from beginning of the year to the end. PP students declined by an average of -2.3ppts between their two assessments, whereas non PP students declined by just -0.38ppts. They were also less likely to be Above or On targets by 7ppts.

The above indicates that the attainment gap begins to grow more significantly throughout the course of year 9 and therefore resources should be targeted toward this year group as a preventative measure.

Key Stage 4 attainment and progress 2023/2024

Interventions and strategy to support PP students in KS4 show impact. The gap between PP and NPP progress has reduced annually over the past three years.

Year 11 validated data	Progress Gap
2023/24	-0.6
2022/23	-0.7
2021/22	-0.99

Between Year 10 and final outcomes in Year 11 in 2023/24 PP students made more progress than their nPP peers.

P8	Y10 Summer WAG	Mocks autumn - WAG	Mocks Spring - WAG	Final results - Y11 2024
Y11				
PP	-2.14	-2.01	-1.97	-1.44
Non PP	-1.34	-1.41	-1.39	-0.85

Students who received targeted intervention from tutoring in Maths and Science made on average a grade progress.

	<u>Maths</u>	<u>Science</u>
Y11 Students	47	47
Improvement of at least 1 Grade of Progress	37 (79%)	39 (83%)
Average Grade November Mock	2.29	3.81
Average Grade February Mock	2.92	4.23
Average Final Grade	3.32	4.71

	<u>Combined</u>
Y11 Students	94
Improvement of at least 1 Grade of Progress	76 (81%)
Average Grade November Mock	3.05
Average Grade February Mock	3.58
Average Final Grade	4.02

Similarly those PP students who received English intervention through Project 5 improved their result by 1 grade.

Attendance

Attendance - Last year saw almost an 8% gap against non-PP and a 3.3% gap against all. It remains a key focus in 24-25, with the LA having been identified as an area of need by the DfE. Additional interventions have been designed and are being implemented.

Year	21-22	22-23	23/24
<i>Total</i>	89.52	86.1	88
<i>PP</i>	86.72	83.4	84.7
<i>Non-PP</i>	92.57	89.7	92.5
<i>Difference</i>	5.85	6.3	7.7

Behaviour and attitudes

The school spent a considerable amount of the PPG funding restructuring the pastoral and behaviour system and staffing this effectively for the growing need post pandemic. The school also worked with the DfE Behaviour Hubs programme and there is significant evidence within the SEF of improvements, however PP students are still overrepresented. There was a peak in suspension and exclusion

throughout 2023/24 due to this tightening up of systems and staffing however this has now reduced and plateaued.

Enrichment

	21/22	22/23	23/24	Commentary
Total enrichment points	2654	9340	11642	There has been a significant increase over a three-year trend of enrichment points being awarded. +8988 more instances of students attending a club or other enrichment experience between 21/22 and 23/24.
PP enrichment points	1334	5233	5869	PP student take up of clubs and enrichment experiences has increased by 440%
NPP enrichment points	1320	3396	5773	NPP students take up of clubs and enrichment experiences has increased by 437%
Gap	+14	+1837	+96	The overall gap is 3% in favour of PP students indicating that they are as likely to take advantage of clubs and enrichment experiences as much as NPP.

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)
Rights Respecting School Award	UNICEF
Artsmark	Artsmark
Accelerated Reader	
Microsoft Reading Progress	
Pearl Phonics	
Sparx - Maths, Science, English	
Dr Frost - Maths	
Class Charts/Provision Map	
PCC Neet Programme	
SLA Ed Psych	SLA
Seneca	

GCSEpod	
Renaissance Learning	
Library	SLA
Careers guidance	
GL Assessment	