

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 December 2025

Detail	Data (as at 15/12/25)
Number of pupils in school	1205
Proportion (%) of pupil premium eligible pupils	
Years covered	2025-2026 2026-2027 2027-2028
Date this statement was published	19/12/25
Date on which it will be reviewed	December 2026
Statement authorised by	Daniel Botting (Executive Principal and Regional Director)
Pupil premium lead	Kev Burns (VP Quality of Education)
Governor / Trustee lead	Emma Oakley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£731720
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<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>	
Total budget for this academic year	£731720

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

The Portsmouth Academy (TPA) is a school of 1213 students 11-16, including a specially resourced provision (The Bridge) for cognition and learning. It serves an area of high deprivation in Fratton. 55.8% of students are pupil premium eligible. 31.5% of students have EAL. 48% of our pupils live in the 10% most deprived areas nationally, with 71% in the top decile for local area crime. All these factors are increasing steadily over time.

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.

Our vision:

- We believe education is the 'golden ticket'. It can transform the life chances of our students by giving them the freedom to choose their path in life and shape their role in our community.
- We are a thinking school. We emphasise creativity and innovation to strengthen students' knowledge and help them to master the process of learning.
- We create a sense of belonging. We embrace the diversity of our community, and enable students to flourish by building enduring connections.
- We develop positive habits and routines. These prepare students for success within and beyond school.
- Therefore, we set high expectations of everyone in our school community.

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

To ensure high quality teaching, learning and assessment is embedded in all subject areas

To raise attainment and secure students' English and maths knowledge (A8/EM4+)

To develop and embed literacy, reading and oracy

To embed a respectful and safe culture throughout the school

To improve overall attendance and punctuality

To promote staff wellbeing and development

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. Attendance has not built back to pre-pandemic standards despite interventions. Poor attendance and punctuality is a significant barrier to positive progress and attainment outcomes at The Portsmouth Academy, particularly with disadvantaged students.</p>
2	<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>
3	<p><u>Behaviour and attitudes</u></p> <p>Suspensions have begun to decline following a period of greater leadership stability. However, PP students are over-represented in all aspects of negative behaviour data and are around three times more likely to be suspended than their non-PP peers.</p> <p>Violent behaviours have declined markedly, but persistent defiant behaviours remain. PP students are more likely than their nPP peers to display behaviours within classrooms which significantly disrupt and then lead to removal from the learning environment.</p>
4	<p><u>Safeguarding vulnerabilities; social, emotional and mental health needs</u></p> <p>A very high number of PP pupils are or have been open to social services involvement. Increased social and emotional issues for disadvantaged students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem are prevalent. Support for these within the city is very limited. These factors can have a profound impact on PP students' engagement, attendance, behaviour and achievement.</p>
5	<p><u>Low aspirations and limited home support</u></p> <p>Many PP students come from families who perceive the value of education differently from the school's perspective. Generational low attainment and poor literacy often combine with a lack of understanding of the transformational power of education. As such, many students and families feel that education is being 'done to' them, rather than provided for their benefit.</p>
6	<p><u>Wider opportunities and cultural capital</u></p> <p>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.</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
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.	<p>For this year's cohort there is no SATs data and therefore success criteria have been set using EM4+ and attainment 8 scores.</p> <p>Improve the % of PP students achieving English and Maths at grade 4+ to 60% by 2028</p> <p>2025/26 – Reduce the A8 gap to –0.6 (2/3s of a grade) 2026/27 - Reduce the A8 gap to –0.3 (1/3 of a grade) 2027/28 – Reduce the A8 gap to 0</p>
3. Improved reading age among disadvantaged pupils across KS3.	<p>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.</p> <p>The majority of disadvantaged students meet the national benchmark or above for reading based on AR data.</p>
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 should begin to see improved data in:</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 from 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	Students flagged as SEMH and who have been placed on a bespoke curriculum will see a demonstrable reduction in negative behaviour patterns tracked over three-year period.
5. Ensuring access to wider enrichment activities to support belonging	<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>

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: £173586

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>	1-4
<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> <p>Voice 21 is dedicated to improving oracy skills, which are crucial for students' success in school and beyond. For Pupil Premium students, who often face additional challenges, Voice 21's initiatives can be particularly beneficial in several ways:</p> <p>Enhanced Communication Skills: Voice 21 focuses on developing students' speaking and listening abilities. This helps Pupil Premium students articulate their thoughts more clearly</p>	1-3

	<p>and confidently, which can improve their overall academic performance¹.</p> <p>Improved Academic Outcomes: Research shows that strong oracy skills are linked to better results in subjects like English and Maths. Voice 21's programs help students develop these skills, leading to higher attainment levels¹.</p> <p>Increased Engagement and Confidence: By participating in structured oracy activities, students become more engaged in their learning. This increased engagement can boost their confidence and enjoyment of school, making them more likely to succeed¹.</p> <p>Support for Teachers: Voice 21 provides training and resources for teachers to become confident oracy practitioners. This ensures that all students, including those eligible for Pupil Premium, receive high-quality oracy education¹.</p> <p>Long-term Benefits: Developing strong oracy skills can have lasting impacts, including better job prospects and improved mental health. For Pupil Premium students, these benefits can help break the cycle of disadvantage¹.</p> <p>Overall, Voice 21's focus on oracy can make a significant difference in the educational experiences and outcomes of Pupil Premium students.</p> <p>https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf</p>	
<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 staff with continuous improvement. • Implementing Steplab as a coaching tool 	<p>Effective Professional Development EEF</p> <p>The Evidence and Rationale Behind Steplab</p>	<p>2</p>

<p>consistently across the school.</p> <ul style="list-style-type: none"> 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 	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1-6
<p>Supporting retention through the NPQ suite</p> <ul style="list-style-type: none"> 5 staff following NPQs across 2024/25 	Using Pupil Premium: Guidance for School Leaders	1-6

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

Budgeted cost: £292,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1-4
<p>English & maths gaps – identification through baseline and repeated assessments</p> <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>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF publishes new review of evidence on Maths teaching EEF (educationendowmentfoundation.org.uk)</p>	1-5
<p>Targeted interventions to support language development in Literacy.</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	1-3

<ul style="list-style-type: none"> Timetabled ongoing Literacy lessons using a recognised phonics programme 		
<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:</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
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> TPA Top 5 Adaptive Teaching KS3 Connect provision KS4 Connect provision The Arch 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/special-educational-needs-in-mainstream-schools EEF Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p>	1-5
<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 Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1-5

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

Budgeted cost: £265201

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour and Pastoral Team</p> <ul style="list-style-type: none"> Behaviour and Pastoral support and interventions Running of the offsite provision Belonging strategy 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1-6

Embedding principles of good practice set out in DfE's Working together to improve school attendance and PCC's Attendance strategy including DfE Attendance Mentor programme, including Attendance improvement co-ordinator and Family Liaison Officer	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	1
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. Social and emotional learning EEf (educationendowmentfoundation.org.uk)	1-6
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. Careers education EEf (educationendowmentfoundation.org.uk)	6
Artsmark Award	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEf (educationendowmentfoundation.org.uk)	1-6
Enrichment opportunities for disadvantaged students. E.g., trips and visits supporting cultural capital and music interventions. Farm School	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. 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	1-6
Attendance	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.	1

Total budgeted cost: £731720

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 24/25

	PP (111)	nPP (133)
A8	25.34	38.78
Maths A8	4.94	7.89
English A8	5.92	8.65
Ebacc A8	7.43	11.54
Open A8	7.05	10.70
4+	32%	56%
5+	22%	40%
7+	6%	13%
EM 4+	23%	53%
EM5+	11%	28%

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 from PCC)
Fresh Start phonics	Ruth Miskin
PCC Needs Programme	PCC
SLA Ed Psych	SLA - PCC
Library	SLA - PCC
GL Assessment	GL