Activity including approximate spend	Aim	Evidence of impact
Increased staffing – extra teaching staff in Maths and intervention teachers in English. Spend = £56,968	Develop interventions in English and Maths to tailor support to needs of individual groups and accelerate progress of those identified as in need. Reduce progress 8 gap. Improve levels of progress for key groups e.g those entering on Level 3s.	Evidence of improvements in the quality teaching in English and Maths. GCSE attainment 2016 -2017: 5 A* - C (including English and Maths) gap between students eligible for the pupil premium and their peers has reduced to 6.8% (17% gap in 2016). Progress 8 gap – To be confirmed. Steps data 2016 - 2017 – PP students made progress in line with non PP students in Year 7 and Year 8. A slight gap evident in Years 9 and 10.
Targeted literacy and numeracy intervention Accelerated Reader and Lexia Programmes Spend = £5038	'Stuck' pupil premium students get the intervention they need to progress. Improve proportions of PP students L3b and below who make 3+LP. Develop a whole school approach to reading to increase the frequency with which students read and so improve basic reading skills. Increase reading scores in Year 7 as measured by NFER tests. Narrow the gap between students'	Reading data analysis (July 2017) shows that students eligible for the Pupil Premium are making progress with their reading levels in KS3. 50% of year 7 Pupil Premium students are on or above their actual age in reading with a third of the year group more than one year above their actual age in reading. 58% of year 8 Pupil Premium students are on or above their actual age in reading with a quarter of the year group more than one year above their actual age in reading. The Boosting Reading programme had a strong impact on reading levels – on average, students made 2.7 years progress with their reading over a 10 week period. Data suggests there is more reading happening (AR test and library loans data). DEAR time embedded and referral data shows that the

	chronological and reading ages. 80% of students in Year 7 – 9 to achieve a reading age in line or exceeded national expectations.	majority of students in Years 7 – 9 bring books to school.
School's own education welfare officer Spend = £30,233	Reduce the attendance gap. 2015-2016 data suggests (Ever 6) Premium students have an attendance approximately 4% below non (Ever 6) students. Reduce the number of persistent absentees especially amongst students entitled to the pupil premium. Improve attendance, particularly in Year 9 and Year 11. Ensure students at risk of becoming PAs are identified early and intervention is made in Year 7 and 8.	41 students allocated attendance mentors in September. 67% had better attendance in July 2017 in comparison the previous academic year. Attendance gap of 5%.
Targeted welfare provision £89,506	Improve attendance and reduce barriers to successful school based learning for identified PP students. Identified PP students meet key outcomes with attendance and achievement.	Inclusion manager focused on impact of PP students. A significant impact made with individual students through home visits, part time timetables and extended school hours. See case study evidence.
Raising aspirations work Spend = £18,830	Raise aspirations to reduce NEETs and increase proportions taking progressive steps post 16	Still awaiting participation figures and data on college applications. The EBP mentoring programme had a strong impact on supporting

	Ensure next steps for PP students match those of their peers.	college application process and aspirations of Year 11 students. 80% of students who participated in the EBP programme improved their progress 8 score whilst participating on the programme. The students who received mentoring had a significantly higher progress 8 score than the rest of the cohort.
		The Girls' Network had a strong impact on the confidence and aspirations of a group of girls eligible for the Pupil Premium. See GN analysis.
		2 students eligible for the pupil premium secured places at Portsmouth High/Portsmouth Grammar School.
Revision and Motivation programmes Spend = £4,305	To improve students' motivation, independence and confidence in preparing for their exams, narrowing the gap in attainment for PP students.	GCSE outcomes for PP students (see 2016 Results data). A range of revision opportunities were used to support Year 11 in their preparation for the exams (revision packs, Elevate programme). Incentives were also used to encourage attendance to catch up support sessions. Increased attendance at revision sessions.
iPad Scheme Spend = £11,000	To Use digital technology to support learning within lessons and to enable effective independent study at home.	Evidence of iPad being used successfully, particularly in KS3, to support learning and increase engagement. Further training needed to ensure iPads are used to best effect within all subject areas.