



The Portsmouth Challenge the Gap programme was commissioned by the Portsmouth Education Partnership as a school improvement initiative focussing on raising the attainment of disadvantaged pupils. The project aimed to show impact for pupils in both academic areas and non-academic areas such as attitudes and attendance.

Eighteen schools, including primary, secondary and special, took part in a programme across the academic year 2017/18, which involved staff attendance at 6 training workshops, the development of a targeted project in school and school visits from the workshop leaders. 120 primary pupils and 86 secondary students were involved initially in the projects across the city schools (approximately 10-15 target students per school).

Impact on disadvantaged pupils

Improved attendance

 **49%**



- Around half of pupils improved their overall attendance record.
- Pupils taking part in the programme increased their desire to attend school; this was particularly significant amongst secondary pupils with an increase from around 40% saying they wanted to come to school before the project, to over 70% by the end.

Improved attitude and motivation

Primary pupils reported an improved ability to get on with work with little help or independently. 86% of primary pupils agreed that they usually worked with little help or independently prior to the project and this increased to 96% by the end. Secondary pupils said they had improved their ability to revise for tests or exams with 48% agreeing with this statement at the beginning of the project and 63% by the end.

96% Able to work independently

 **96%**



- Pupils and teachers reported an improvement in pupils' attitudes to learning. Primary pupils reported improvements in their ability to stay on task, ask questions if they were confused, not being afraid to try things if they seemed hard and knowing what could help improve their learning. Secondary pupils reported that they were better at planning and managing their work, more confident in speaking up in lessons and took more pride in the presentation of their work.
- There was a large increase in pupils saying that they enjoyed reading, from 44% of secondary pupils at the beginning of the project to 60% by the end. 76% of primary pupils said they liked reading before the project started and this had improved to 85% by the end.



Impact on pupils

Improved academic progress

- Leaders and teachers both noted that more pupils made progress because of improved academic skills, particularly in reading and writing.

 34%



- More than a third of pupils included in final data for the project did better than had been predicted by their targets prior to starting the programme.
- More pupil premium pupils achieved in line with non-pupil premium pupils in terms of the academic progress made, rising from 42% to 64% by the end of the project.
- More pupil premium pupils made accelerated progress as a result of being in the project. This figure increased from 16% to 75% during the project.

"I liked being given an opportunity and being recognised as having potential"

Our disadvantaged pupils have made outstanding progress



Contact us for further information:
info@portsmouthtsa.org
023 92893702