



Pupil premium strategy statement



This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview+

| Detail | Data |
|---|--|
| School name | Portchester Community School |
| Number of pupils in school | 705 |
| Proportion (%) of pupil premium eligible pupils | 177 pupils (25%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | Revised V2- January 2023 V3- December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mr Carlyle, Headteacher |
| Pupil premium lead | Miss J Grew Assistant Headteacher |
| Governor / Trustee lead | Mrs Richardson |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £206,640 |
| Recovery premium funding allocation this academic year | £56,788 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £263,428 |

Part A: Pupil premium strategy plan

Statement of intent

Portchester Community School prides itself on providing a high-quality education in order to ensure all of our pupils are successful learners, confident individuals and responsible citizens. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The school recognises that we must understand the vital role the school, the wider social context, and the family and home play, both individually and together, in influencing educational outcomes for all and in particular our pupil premium disadvantaged pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We pride ourselves on being research-led practitioners and therefore make regular reference to the work of the Education Endowment Foundation, with high-quality teaching at the heart of our approach.

Our strategy is also integral to wider school plans, recognising the impact the COVID19 pandemic had on our pupils and builds upon the national tutoring scheme work many of our disadvantaged pupils- alongside other peers- participated in during the last academic year. The school believes that in order to do this we must remove any identified barriers to learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Provide quality first teaching focusing on the language of learning, effective self-evaluation, and review.
- Build cultural capital and confidence- Maintaining and promoting a culture of success and raising aspirations
- Provide strong pastoral support through the effective deployment of staff in school and outside agencies. To build positive professional relationships between school, pupils and their families.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Our assessments particularly with Year 11 suggest that overall attainment of Disadvantaged pupils is lower than that of their peers. This has worsened by the impact of the pandemic.</p> <p>Our assessments have highlighted we need to prioritise our SEN K pupils.</p> |
| 2 | <p>Standardised scores indicate that 16% of our disadvantaged pupils arrived with below age-related expectations in English and maths compared to 6% of their peers.</p> |
| 3 | <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, most strongly in English and Maths.</p> |
| 4 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> |
| 5 | <p>Our attendance data for disadvantaged pupils is strong and in line with the national average. Whilst the gap between disadvantaged and non disadvantaged has become smaller attendance among disadvantaged pupils remains lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 6 | <p>Sustain the positive Post 16 destinations for our disadvantaged pupils.</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 |
|------------------|------------------|
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|--|---|
| <p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.</p> | <p>By the end of our current plan in 2024/25, we will see an increase in disadvantaged pupils entering the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an improved average Attainment 8 score and higher EBacc average point score.</p> |
| <p>Improved reading comprehension among disadvantaged pupils across KS3.</p> | <p>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. Teachers should also have recognised this improvement through engagement in the school literacy strategy, lessons, and book scrutiny.</p> |
| <p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p> | <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p> |
| <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by continuing to maintain attendance that is higher than national average for Disadvantaged pupils.</p> |
| <p>To sustain positive Post 16 destinations for our disadvantaged pupils in particular.</p> | <p>Sustained college and apprenticeship take up for our disadvantaged pupils places the school above Hampshire levels</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: £121,899

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <p>Continued use of programmes to support development of literacy across the school.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p> | <p>Improved literacy will support pupils as they learn new, more complex concepts in each subject. Staff CPD will develop 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.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2</p> <p>Lexia and AR (£3,200 plus additional licences £699)</p> |
| <p>Training will be provided for staff to provide a consistent approach to teaching Tier 2 language</p> | <p>Work undertaken by Subject leader for English working with HIAS</p> <p>word-gap.pdf (oup.com.cn)</p> | <p>1, 2</p> <p>(£3,000)</p> |
| <p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support given during INSET days and our after-school Teaching and Learning Communities</p> | <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. This is embedded in our whole school vision and teaching and learning policy. This will be evidenced in pupil voice, monitoring and assessments of pupils.</p> <p>Think harder work</p> | <p>1, 3</p> <p>(£5,000)</p> |
| <p>Additional staffing of English and Maths to allow for intervention groups and lower teacher/ pupil ratios to support more intensive specialist input to inform progress</p> | <p>This will maximise outcomes for pupils in English and Maths and supports progression route. Supports the development of Literacy and Numeracy across the curriculum.</p> <p>Teaching costs</p> | <p>1,2</p> <p>(£80, 000)</p> |
| <p>Leadership of Pupil Premium</p> | <p>Clear strategic leadership to ensure all pupil are confident in how best to support disadvantaged pupils. Delivery of staff CPD in</p> | <p>1,2,5</p> |

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| | this area to ensure that all staff will be confident in strategies to best support disadvantaged pupils. | (£20,000) |
| Use of data to inform interventions and support | Staff CPD to develop 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. | 1,2,3 (£10,000) |

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

Budgeted cost: £30,251

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| Year 11 Pupil Mentoring programme. | Through regular learning dialogues meetings and communications, pupils and their parents and carers liaise with a key member of the teaching staff throughout the year. Evidence of the impact of effective staff/pupil/parental partnerships. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) | 1 (£9,000) Staff time and Resources. Revision materials, £1,500 included |
| Year 7 and 8 Intervention groups to raise literacy and numeracy levels | Targeted invention based on diagnostic assessments of pupils in Numeracy and Literacy. Pupils will also be supported to develop their study skills. This will support pupil's learning across the curriculum. This is based on the principles of small group tuition and best practice in terms of Literacy and Numeracy support. word-gap.pdf (oup.com.cn) | 2 (£21,251) Salary costs |

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

Budgeted cost: £ 88,806

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| Secure effective transition both into the school and when leaving | <p>Strong established links exist with our main feeder schools through the designated work of our Year Leader for Year 7. This enables us to develop positive relationships and an understanding of individual pupils to secure they quickly adapt to their new school and continue to make good progress in their learning. This may include some disadvantaged pupils having specific tailored plans. Assistant Headteacher has the responsibility of linking with our colleagues in our feeder schools to share planning and create more effective learning journeys between the key stages.</p> <p>EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk)</p> | 2 (£14,000-Summer School) |
| Raise aspirations by having a culture of high expectations. | <p>We actively use the experiences of past pupils, who come from similar social contexts, to provide recognisable positive inspirational role models in a range of career paths. As part of whole school Careers information and Guidance, and in line with Gatsby benchmarks, pupils are encouraged to develop high career aspirations. Disadvantaged pupils have additional support with regards to their selection of option subjects in Year 9, access to visits and contacts with a range of employers, apprenticeship providers and colleges</p> | 4, 6 (£ 5,000) Trip costs |
| Engagement in enrichment opportunities. | <p>Through our inclusive ethos, and where appropriate to the needs of our individual disadvantaged pupils, they participate in events held at our local universities and with local businesses in our wider social context. They attend field trips both in the UK and abroad, learn musical instruments and have pupil leadership opportunities at a variety of scales from in tutor time through to whole school as Head pupils. Disadvantaged pupils are also actively encouraged to take part in the Duke of Edinburgh Award Scheme.</p> | 4 (£10,000) Enrichment costs |
| Sustain a trend of securing ambitious post 16 destinations for all pupils. | <p>Our Year 11 Leader works closely with our Careers adviser to secure well thought through personalised Post-16 plans for all of our disadvantaged pupils to prevent any from becoming NEET. This may include accompanying them to college visits and interviews as well as supporting them with apprenticeship applications</p> | All (£12,700) Careers Contract/AP Co-ordinator |

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| <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. We will continue to implement successful strategies to maintain an attendance level which is above national average.</p> | <p>5 (£13,560) Salaries</p> |
| <p>Continue to provide strong pastoral support through the effective deployment of staff in school.</p> | <p>We understand how some of our disadvantaged pupils and their families face specific challenges at home. Despite being a smaller than average school, each year group has their own Year Leader. There are five pastoral assistants who deliver focused support via providing safe spaces such as our breakfast club as well as monitoring and addressing attendance, welfare and safeguarding needs, which we know present real issues for many of our disadvantaged pupils. This includes working in collaboration with the Local Children's Partnership, Early Help Hub and our colleagues in other settings on our site as well as providing some counselling to help build resilience and self-belief</p> <p>GCR-2022-Summary-Report.pdf (childrenssociety.org.uk)</p> | <p>4,5 (Breakfast Club -£5,000) Training for PA's £1,425) Prop of salaries (£33,902)</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This may include assisting with the provision of school uniform and other equipment.</p> | <p>All (£15,691)</p> |

Total budgeted cost: £263,428

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The number of pupils impacted by the pupil premium strategy in 2022-23 continues to increase. With more pupils receiving FSM, services families and support through social services. Our assessments demonstrated that mental health and wellbeing, attendance and behaviour continue to be significant issues post pandemic. The impact was particularly acute for disadvantaged pupils and nationally attendance continues to be priority. As a result of strong pastoral support attendance of our disadvantaged pupils last year was above national average.

We have established ran a successful transition programme and summer school. Both were well attended by our disadvantaged pupils and their parents. This is the first step in building positive relationships between staff, pupils and their families and the evaluations of the impact of this with all key stakeholders highlighted the positive impact that this had. The transition process and effective communication with our feeder schools ensures that we are aware of pupils' barriers to learning as soon as they start with us.

Building positive relationships early in Year 7 also meant that we have been able to swiftly establish Year 7 and 8 Maths and English intervention groups. These groups have proven instrumental in increasing the reading ages of the pupils. By providing targeted support and personalised attention, pupils have made notable progress in their reading abilities. This ensures that they are equipped with essential literacy skills, which are crucial for their overall academic success across the curriculum.

In Year 9 pupils have benefitted from tailored advice about their GCSE options, specifically designed to guide them through the various options and pathways available to them. This individualised support has proved invaluable in assisting pupils in making informed decisions, our aims is that all Pupil Premium pupils gain clarity about their aspirations and have been able to align their academic pursuits accordingly.

This is further supported in Year 10 where our Pupil premium funding has enabled all pupil to participate in the Work Experience programme. Individual support has been focused on helping them secure meaningful work experience placements. Extracurricular activities and trips are well attended by our disadvantage pupils. Last year this included Forces Club, Green Power, F1 trip to Williams, Sailing trip as well as numerous sporting clubs. Pupils have a good sense of self and place within their communities, as well as this they have numerous opportunities to visit new places and experience new things. These opportunities were embraced by many of our pupils with a third of our disadvantaged pupils in Years 9-10 participating in residential trips.

Building positive relationships with pupils is at the heart of our strategy pupils receive bespoke support through the Year 11 mentoring programme and ongoing individual support through the work of the pastoral teams. Our pupil premium funding has enabled us to allow pupils access to

study materials which ensures that they are able to work independently, attendance to revision and subject enhancement sessions has had a positive impact in support pupils' progress towards their final exams. Year 11 pupils also received discounted tickets to the school prom, which provided motivation and ensured that attendance throughout Year 11 remained high.

We continued to secure positive and ambitious post 16 destinations through our Careers programme and the tailored mentoring of our disadvantaged pupils. This is evident in our trend of pupils that are NEET, lower than the Hampshire average for 2022-23. Securing the best possible outcomes for all our disadvantaged pupils continues to be a priority.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

We set up a lunchtime forces club for pupils who have a parent deployed or who have had a parent deployed in the past. This supports friendships between service and ex-service pupils. This is led by staff who have close links with the military and provides opportunities for a positive working partnership for example for careers opportunities.

These pupils had a member of their pastoral team who were available to support service pupils with anxiety and loss when a family member is deployed.

The impact of that spending on service pupil premium eligible pupils

All service children attended clubs and other educational experiences offered where appropriate. All service pupils can identify who they can go to if they are concerned or worried.