

Pupil Premium Strategy statement – Portchester Community School

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	689
Proportion (%) of pupil premium eligible pupils	35.8% (247)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	27 th January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	R. Carlyle
Pupil premium lead	J McMaster
Governor / Trustee lead	A. Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,055
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <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>	£218,055

Part A: Pupil Premium Strategy plan

Statement of intent

Portchester Community School prides itself on providing a high-quality education to ensure all 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, achieve high attainment across the curriculum and go on to profitable destinations.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above, including progress for those who are already high attainers. The school recognises its role within the wider social context, supporting the families in influencing educational outcomes for all and specifically our pupil premium disadvantaged pupils. The school recognises the growth in the number of EAL pupils entering the school, some of whom are also eligible for pupil premium. These are highlighted and supported through our EAL strategy as well as through our pupil premium strategy. The activities we have outlined in this statement are intended to support all these pupils needs.

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, and it is reflective of relevant national strategy foci including attendance and the Department for Education research.

The school believes that to be successful in our intention, 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 high quality teaching focusing on literacy, maximising the learning experience in the classroom and effective assessment
- Build cultural capital and confidence, maintaining and promoting a culture of success and raising aspirations
- Nurture a strong sense of belonging through strong pastoral support, the effective deployment of staff in school, liaison with outside agencies and primary schools to build positive professional relationships

Challenges

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

Challenge number	Detail of challenge																																																			
1	<p>Improving attainment and progress outcomes: In line with the national picture, the overall attainment outcomes for our pupil premium disadvantaged pupils in Year 11 August 2025 were below that of their peers. Our data reflects the need to prioritise our boys, middle ability and SEN K pupils. We particularly need to focus on those who are double disadvantaged- being in more than one of these groups.</p> <p>Profile of all our pupil premium (PP) pupils January 2026- <i>Please note pupil premium here is defined as our FSM ever 6, Looked After and Services pupils</i></p> <table border="1"> <thead> <tr> <th>Year group (No.of PP pupils)</th><th>Non-SEN pupils</th><th>SEN K pupils</th><th>Pupils with EHCPs</th></tr> </thead> <tbody> <tr> <td>11 (42)</td><td>29</td><td>5</td><td>8</td></tr> <tr> <td>10 (50)</td><td>32</td><td>8</td><td>10</td></tr> <tr> <td>9 (48)</td><td>31</td><td>11</td><td>6</td></tr> <tr> <td>8 (48)</td><td>27</td><td>12</td><td>9</td></tr> <tr> <td>7 (55)</td><td>36</td><td>15</td><td>4</td></tr> </tbody> </table> <p>Cognitive ability test: non-verbal data</p> <table border="1"> <thead> <tr> <th>Year group (No.of PP pupils)</th><th>11 (42)</th><th>10 (50)</th><th>9 (48)</th><th>8 (48)</th><th>7 (55)</th></tr> </thead> <tbody> <tr> <td>Scores below 95</td><td>20</td><td>19</td><td>22</td><td>24</td><td>23</td></tr> <tr> <td>Scores 95 or above</td><td>18</td><td>18</td><td>17</td><td>21</td><td>30</td></tr> <tr> <td>Missing data</td><td>4</td><td>13</td><td>9</td><td>3</td><td>2</td></tr> </tbody> </table> <p>As is illustrated above, approximately 50% of each of year group's pupil premium pupils have lower non verbal scores which along with below average prior attainment data influences their groupings.</p>				Year group (No.of PP pupils)	Non-SEN pupils	SEN K pupils	Pupils with EHCPs	11 (42)	29	5	8	10 (50)	32	8	10	9 (48)	31	11	6	8 (48)	27	12	9	7 (55)	36	15	4	Year group (No.of PP pupils)	11 (42)	10 (50)	9 (48)	8 (48)	7 (55)	Scores below 95	20	19	22	24	23	Scores 95 or above	18	18	17	21	30	Missing data	4	13	9	3	2
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2	<p>Our standardised scores data shows a significant number of our Key Stage 3 pupil premium pupils (PP) have below age-related expectations (ARE) in literacy and/or numeracy</p> <table border="1" data-bbox="362 316 1356 743"> <thead> <tr> <th data-bbox="366 323 509 473">Year group (No. of PP pupils)</th><th data-bbox="509 323 763 473">Below ARE in literacy</th><th data-bbox="763 323 1081 473">Below ARE in numeracy</th><th data-bbox="1081 323 1356 473">Below ARE in both literacy and numeracy</th></tr> </thead> <tbody> <tr> <td data-bbox="366 473 509 563">Year 7 (55)</td><td data-bbox="509 473 763 563">19</td><td data-bbox="763 473 1081 563">24</td><td data-bbox="1081 473 1356 563">12</td></tr> <tr> <td data-bbox="366 563 509 653">Year 8 (48)</td><td data-bbox="509 563 763 653">17</td><td data-bbox="763 563 1081 653">17</td><td data-bbox="1081 563 1356 653">15</td></tr> <tr> <td data-bbox="366 653 509 743">Year 9 (48)</td><td data-bbox="509 653 763 743">13</td><td data-bbox="763 653 1081 743">19</td><td data-bbox="1081 653 1356 743">8</td></tr> </tbody> </table>	Year group (No. of PP pupils)	Below ARE in literacy	Below ARE in numeracy	Below ARE in both literacy and numeracy	Year 7 (55)	19	24	12	Year 8 (48)	17	17	15	Year 9 (48)	13	19	8
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3	<p>Attendance- Our attendance data for disadvantaged pupils is below the national average with the gap size being 2.4% greater than that between their Non FSM6 peers and the national average.</p> <p>FFT YTD Attendance data (December 2025) reflects the following gaps</p> <table border="1" data-bbox="457 945 1399 1147"> <thead> <tr> <th></th><th>FMS6</th><th>Non-FSM 6</th></tr> </thead> <tbody> <tr> <td data-bbox="457 990 509 1035">School</td><td data-bbox="509 990 763 1035">82.4</td><td data-bbox="763 990 1081 1035">91.3</td></tr> <tr> <td data-bbox="457 1035 509 1080">National</td><td data-bbox="509 1035 763 1080">87.4</td><td data-bbox="763 1035 1081 1080">93.8</td></tr> <tr> <td data-bbox="457 1080 509 1125">Gap</td><td data-bbox="509 1080 763 1125">-5.0</td><td data-bbox="763 1080 1081 1125">-2.6</td></tr> </tbody> </table>		FMS6	Non-FSM 6	School	82.4	91.3	National	87.4	93.8	Gap	-5.0	-2.6				
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4	<p>Wellbeing- Through our observations, communication with parents and pupil voice activities, social and emotional issues such as anxiety, low self-esteem and loneliness have been identified as being challenges. The role of social media and unstable financial challenges have been identified as being potential contributing factors.</p> <p>#BeeWell data indicates that our Year 10 and Year 11 FSM pupils experience high levels of loneliness and increased levels of stress. They have also shown lowering levels of self-esteem than in the previous year.</p>																
5	Sustaining positive post 16 destinations for our disadvantaged pupils																

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
Improved attainment outcomes	<p>Increased number of disadvantaged pupils achieving good passes in at least the basics at Key Stage 4.</p> <p>Increased numbers of pupil premium pupils achieving grades 7 plus across a range of subjects.</p>

	<p>Increased number of pupil premium pupils achieving at least age related expectations at KS3</p>
Improved progress	<p>Increased number of pupil premium pupils achieving positive progress 8 scores in 2027.</p> <p>A greater proportion of pupil premium pupils making above expected progress</p> <p>In school data reflects our targeted disadvantaged pupils receiving literacy and numeracy intervention at Key Stage 3 have made at least the same progress than their peers.</p>
Improved attendance	<p>The attendance figure for our disadvantaged pupils will be at least in line with comparative National data and that of their peers.</p>
Increased levels of wellbeing and sense of belonging	<p>Increased number of pupil premium pupils participating in House and Enrichment activities</p> <p>In school data reflects a consistent positive ratio between the rewards and negative behaviour points for our disadvantaged pupils.</p> <p>School communication logs and parental surveys reflect meaningful effective home school partnership working</p>
Secure post 16 destinations	<p>All pupil premium pupils are following profitable Post 16 pathways meeting the RPA criteria</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £126,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to develop reliable insights into the specific strengths and weakness of individual pupils to ensure	<p>Hampshire Inclusion Champions</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	1,2

<p>they receive the correct additional support through interventions, including the effective use of adults in the classroom or class instruction and other strategies outlined in Hampshire's Ordinary Available Provision resources</p>	<p><u>Teaching Assistant Interventions EEF</u></p> <p><u>Welcome to Reach2Teach - Assessment for Inclusion Tool (AFIT)</u></p>	
<p>Staff CPD- the embedding of the in-school produced toolkit of effective strategies to support pupils learning, including the best use of technology, led by our Cognitive Science SIG group</p>	<p><u>Cognitive science approaches in the classroom EEF</u></p> <p><u>Using Digital Technology to Improve Learning EEF</u></p>	1, 2
<p>Staff CPD - The on-going evaluation and refinement of in-house assessment methods to support sustained pupil progress led by our Assessment SIG group</p>	<p><u>Feedback EEF</u></p>	1,2
<p>Staff CPD- The continued school drive on literacy and numeracy led by the SIG group. This will be supported by the continued use of a variety of programmes to support development of literacy across the school.</p>	<p>Improved literacy will support pupils as they learn new, more complex concepts in each subject.</p> <p><u>Improving Literacy in Secondary Schools EEF</u></p> <p>Closing the Reading Gap, Alex Quigley (2020)</p> <p>Closing the vocabulary Gap, Alex Quigley (2018)</p> <p>Closing the writing gap, Alex Quigley (2022)</p>	2
<p>Additional staffing of English and Maths will allow for intervention groups and lower teacher/ pupil ratios to support more intensive specialist input to inform progress</p>	<p><u>Small group tuition EEF</u></p>	1,2
<p>The development of our Alternative Provision will secure a range of pathways to enable pupil success-ref. AP plan (BT)</p>	<p><u>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</u></p>	1

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

Budgeted cost: £40,427

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Year 11 pupils are provided with revision materials personalised to their curriculum</p>	<p>Parental engagement EEF</p> <p>Factors influencing secondary school pupils educational outcomes (1).pdf</p>	3,4,5
<p>Targeted intervention based on diagnostic assessments of pupils in Literacy and numeracy. 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.</p>	<p>'Why closing the word gap matters', Oxford Language Report word-gap.pdf</p> <p>Improving Literacy in Secondary Schools EEF</p>	2
<p>Summer school-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.</p>	<p>Summer schools EEF</p>	3,4

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

Budgeted cost: £50,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement in enrichment opportunities, including instrumental lessons</p>	<p>Use of extra-curricular to support social mobility:</p> <p>An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</p> <p>Arts participation EEF</p>	4
<p>Sustain a trend of securing ambitious post 16 destinations for all pupils through co-created personalised plans and specialist independent careers advice,</p>	<p>Paving-the-Way-1.pdf</p>	5

tailored college visits and apprenticeship activities		
Development of work with our Mental Health Support Team, counsellors and in school provisions to support and proactively deal with the increasingly complex wellbeing, mental health and EBSA attendance issues.	<u>Factors influencing secondary school pupils' educational outcomes (1).pdf</u>	3,4
Embedding principles of good practice set out in DfE's Working together to improve school attendance - August 2024 advice along with active involvement with the Hampshire Attendance Hub.	<u>Working together to improve school attendance - GOV.UK</u> <u>Factors influencing secondary school pupils' educational outcomes</u>	3
Providing tailored pastoral support and opportunities within and extending beyond the school day	<u>Factors influencing secondary school pupils' educational outcomes (1).pdf</u> <u>Cost of Living and Education 2022 - The Sutton Trust</u> #BeeWell survey	5

Total budgeted cost: £218,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The number of pupils impacted by the Pupil premium strategy has continued to increase from 27% in 2024-25 to 36% in 2025-26. Our assessments demonstrated that mental health and wellbeing, attendance and behaviour continue to have an impact on outcomes. This is reflective of the national picture.

Our transition programme and summer school set up within the previous strategy continue to be effective, with both being well attended by our disadvantaged pupils and their parents. Over two thirds of our disadvantaged pupils attended the summer school with the transition process and effective communication with our feeder schools ensured that we were aware of pupils' barriers to learning as soon as they started with us. The success of these were

reflected in the parents' responses at the Year 7 Spring term 2026 parents evening in which 91% agreed that their child had had a successful transition to Portchester Community School. This was further reflected in the high attendance and merit figures for the year group in the autumn term.

Through positive relationships and insightful professional observations, 21 pupil premium pupils in Key Stage 3 received interventions and diagnostic assessments to support their learning. This included work focusing on emotional regulation, cognition and learning, collaborative working and touch typing.

In school data indicates that 33% of pupil premium pupils in Years 7 and 8 utilized the Lexia program, as an intervention for English supporting improvements in their grammar, reading fluency, and phonics. This improvement highlights the programme's effectiveness in addressing diverse learning needs and providing targeted support. By fostering essential language skills, Lexia equips pupils with the tools necessary for academic success, emphasising the value of this intervention and Accelerated Reader as effective resources to support individual pupil progress.

Pupil premium pupils' engagement with extracurricular activities, maintaining the previous year's high levels at 77% with a significantly positive take up among our Service children and Looked After Children (LAC). This figure underscores the success of targeted interventions, inclusive programs, and strategic outreach designed to remove barriers to participation and ensure equitable access for all groups. By actively supporting these pupils in accessing a diverse range of activities, the school not only enriched their educational experience but also fostered their personal development, well-being, and sense of belonging. In the last year, activities have included Forces Club, Green Power engineering challenges, theatre trips, Dance Live, archery, Botcha, participation in the Hampshire Book Awards as well as House fundraising events.

As part of our commitment to support our pupils' mental health and wellbeing and attendance, we engaged in partnership work with Pompey in the Community, the Mental Health Support team and Moving on Counselling project. 26 of our Disadvantaged pupils participated in activities and sessions with them. Following research and reflections including on the findings of the Bee Well survey, the school introduced a 'no phones' policy for during the school day in September 2025.. This has been positively received by pupils.

The development of our Alternative Provision (AP) programme during the year in which positive relationships were fostered with a diverse range of providers, staff were recruited and upskilled. This has enabled 9 pupil premium pupils out of the 16 in the provision to now be successfully receiving suitable bespoke educational experience.

Our pupil premium pupils continue to secure positive post 16 plans, placing the school RPA data 3.7% above County figures which are above national figures. This reflects the impact of the school careers plan through which the pupil premium pupils in Year 9 benefitted from tailored advice about their GCSE options, specifically designed to guide them through the

various options and pathways available to them. This individualised independent career support proved invaluable in assisting pupils in making informed decisions. This was reinforced in Year 10 where our pupil premium funding enabled all pupil to participate in the Work Experience programme. Individual support focused on helping them secure meaningful work experience placements. Where placements were not forthcoming, an in house programme for the week was designed tailored to the needs of the pupils remaining in school. This included sessions on Apprenticeships, work with local employers and visits to a local post 16 providers.

Bespoke support continued through the Year 11 mentoring programme and ongoing individual support by the pastoral teams. Our pupil premium funding enabled us to allow pupils access to study materials which ensured that they were able to work independently, in addition to revision and subject enhancement sessions. These had a positive impact in supporting pupils' progress towards their final exams. Where appropriate, alternative provision pathways were provided enabling those involved to be able to move on to profitable Post 16 destinations.

Despite our best efforts with our Disadvantaged pupils at Key Stage 4, there remains a gap between them and their peers, reflecting the national picture.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We continued to support our forces pupils with a 'drop in' club run at break times. Here, pupils can talk with others in the same position and discuss any anxieties they have regarding living in a house with serving personnel. Any pupil that has an immediate family member serving on a deployment for over 4 months is provided with a 'deployment box'. This contains a diary, writing paper and envelopes to help them communicate with their family member and a £10 amazon gift card to treat themselves.
The pupils are all invited to take part in Armed Forces Day where armed forces personnel from across the region come and play games and chat with them. This enables them to see how the forces are run. We work closely with Naval Children's Charity and have gained some funding for trips and resources for the club such as two 'uckles' boards.

We have run school trips to different bases, so they get a feel of what it is like for family members who serve.

Our service pupils play a high-profile role in school community occasions such as on Remembrance Day.

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.