

# 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	693
Proportion (%) of pupil premium eligible pupils	27.4% (190)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	March 2025
Date on which it will be reviewed	January 2026
Statement authorised by	R.Carlyle
Pupil premium lead	R.Marshall/ J McMaster
Governor / Trustee lead	M. Richards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£214, 070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <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>	£214, 070

# 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 activities we have outlined in this statement are intended to support their 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	Improving attainment and progress outcomes: In line with the national picture, the overall attainment outcomes and pupil progress for our pupil premium disadvantaged pupils in Year 11 August 2024 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.					
	Profile of all our pupil premium (PP) pupils March 2025- <i>Please note pupil premium here is defined as our FSM ever 6, Looked After and Services pupils</i>					
	Year group  (No.of PP pupils)		Non-SEN pupils		SEN K pupils	
	11 (41)		28		10	
	10 (41)		29		4	
	9 (49)		35		8	
	8 (44)		30		10	
	7 (45)		25		13	
Cognitive ability test: non-verbal data						
Year group (No.of PP pupils)		11 (41)	10 (41)	9 (49)	8 (44)	7 (44)
Scores below 95		17	18	17	22	21
Scores 95 or above		14	19	20	17	18
Missing data		10	4	12	5	5
2	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					
	Year group (No. of PP pupils)	Below ARE in literacy		Below ARE in numeracy		Below ARE in both literacy and numeracy
	Year 7 (45)	15		16		14

	Year 8 (44)	13	20	8												
	Year 9 (49)	16	16	12												
3	Attendance- Our attendance data for disadvantaged pupils is below the national average with the gap size being 0.2% greater than that between their Non FSM6 peers and the national average.  FFT YTD Attendance data (February 2025) reflects the following gaps <table><tr><td></td><td>FMS6</td><td>Non-FSM 6</td></tr><tr><td>School</td><td>85.9</td><td>92.9</td></tr><tr><td>National</td><td>86.9</td><td>93.7</td></tr><tr><td>Gap</td><td>-1.0</td><td>-0.8</td></tr></table>					FMS6	Non-FSM 6	School	85.9	92.9	National	86.9	93.7	Gap	-1.0	-0.8
	FMS6	Non-FSM 6														
School	85.9	92.9														
National	86.9	93.7														
Gap	-1.0	-0.8														
4	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 the implications of the post COVID financial crisis have been identified as being potential contributing factors.  #BeeWell data indicates that our Year 9 and Year 10 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.															
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 age related expectations at KS3</p>
Improved progress	<p>Increased number of pupil premium pupils achieving positive progress 8 scores in 2027.</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	The attendance figure for our disadvantaged pupils will be at least in line with comparative National data and that of their peers.
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	All pupil premium pupils are following profitable Post 16 pathways meeting the RPA criteria

## 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: £116,604

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 they receive the correct additional support through interventions, including the effective use of adults in the classroom or class instruction	<p>Hampshire Inclusion Champions</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p><a href="#">Welcome to Reach2Teach - Assessment for Inclusion Tool (AFIT)</a></p>	1,2
Staff CPD- the development of a toolkit of effective strategies to support pupils learning, including the best use of	<a href="#">Cognitive science approaches in the classroom   EEF</a>	1, 2

technology, by our Cognitive Science SIG group	<a href="#">Using Digital Technology to Improve Learning   EEF</a>	
Staff CPD - The evaluation and refinement of in-house assessment methods to support sustained pupil progress led by our Assessment SIG group	<a href="#">Feedback   EEF</a>	1,2
Staff CPD- The continued school drive on literacy and numeracy led by the SIG group. This will be supported by the continued use of programmes such as Accelerated Reader to support development of literacy across the school.	<p>Improved literacy will support pupils as they learn new, more complex concepts in each subject.</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p> <p>Closing the Reading Gap, Alex Quigley (2020)</p> <p>Closing the vocabulary Gap, Alex Quigley (2018)</p> <p>Clasing the writing gap, Alex Quigley (2022)</p>	2
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	<a href="#">Small group tuition   EEF</a>	1,2
The development of our Alternative Provision will secure a range of pathways to enable pupil success-ref. AP plan (BT)	<a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a>	1

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

Budgeted cost: £38,999

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><a href="#">Parental engagement   EEF</a></p> <p><a href="#">Factors influencing secondary school pupils educational outcomes (1).pdf</a></p>	3,4,5

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.	'Why closing the word gap matters', Oxford Language Report <a href="#">word-gap.pdf</a>  <a href="#">Improving Literacy in Secondary Schools   EEF</a>	2
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.	<a href="#">Summer schools   EEF</a>	3,4

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

Budgeted cost: £58,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in enrichment opportunities, including instrumental lessons	Use of extra-curricular to support social mobility: <a href="#">An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</a>  <a href="#">Arts participation   EEF</a>	4
Sustain a trend of securing ambitious post 16 destinations for all pupils through co-created personalised plans and specialist independent careers advice, tailored college visits and apprenticeship activities	<a href="#">Paving-the-Way-1.pdf</a>	5
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.	<a href="#">Factors influencing secondary school pupils educational outcomes (1).pdf</a>	3,4
Embedding principles of good practice set out in DfE's Working	<a href="#">Working together to improve school attendance - GOV.UK</a>	3

together to improve school attendance - August 2024 advice.	<a href="#">Factors influencing secondary school pupils' educational outcomes</a>	
Providing tailored pastoral support and opportunities within and extending beyond the school day	<a href="#">Factors influencing secondary school pupils educational outcomes (1).pdf</a>  <a href="#">Cost of Living and Education 2022 - The Sutton Trust</a>  #BeeWell survey	5

**Total budgeted cost: £ 214,070**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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The number of pupils impacted by the Pupil premium strategy increased during the time of the previous plan from 24% (2021-22) to 27% (2024-25). 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 were effective, with both being well attended by our disadvantaged pupils and their parents. 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 2024 Year 7 Autumn term parents evening in which 95% 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 term.

Building positive relationships early in Year 7 also meant that we were 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 school data indicates that 77% of pupil premium pupils utilize the Lexia program, as an intervention for English over two years, have demonstrated significant progress in key areas, including 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, emphasizing the value of this intervention and Accelerated Reader as effective resources to support individual pupil progress.

Pupil premium pupils' engagement with extracurricular activities reached an impressive 80%, marking a significant improvement compared to the previous year. This positive trend was further highlighted by an outstanding 88% participation rate among Service children and a 100% take-up among Looked After Children (LAC). These figures underscore 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, sailing courses, archery, Botcha and a residential trip to Berlin.

Our pupil premium pupils continued, throughout the strategy, to secure positive post 16 plans, placing the school RPA data consistently in line with 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.

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.

Whilst there has been some improvement in the attainment data for 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
<p>We continued to support our forces pupils with a 'drop in' club run at break times. Here, pupils can chat 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.</p> <p>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 'uckers' boards. We have run school trips to different bases, so they get a feel of what it is like for family members who serve.</p>
The impact of that spending on service pupil premium eligible pupils
<p>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</p>

**Further information (optional)**