



## Portchester Community School Disadvantaged Students strategy detail

Priorities	Specific strategy, Focus group details, evidence base	Measureable outcomes	Review points/Staff	Actual impact
<b>Improved outcomes for Disadvantaged students</b>	TEEP- training for all teaching staff, use of EEF research	<p>At least 80% of Disadvantaged students at KS3 make at least secure progress across at least 6 subjects, including core, or shown sustained improvements over two data collections.</p> <p>KS4- attainment 8 scores improve, reducing the gap with 'others' in school and compared to 'others' nationally</p> <p>Sustained improved attendance towards national figures (94.8%)</p>	<p>February 2019, June 2019, August 2019</p> <p>Staff: JMM</p>	<p>Baseline- Autumn 2018 Yr7</p> <p>Yr8</p> <p>Yr9</p>
<b>Priority 1-Teaching and Learning</b>				
A) Providing quality first teaching focusing on the language of learning	Whole school literacy focus	Higher % of Disadvantaged students achieving at least Grade 7 across a range of subjects	<p>Feb 2019</p> <p>June 2019</p> <p>August 2019</p> <p>Staff: ACG, SL, YL</p>	
	Developing metacognition via enhanced feedback and TEEP training	At least 80% of Disadvantaged students at KS3 make at least secure progress across at least 6 subjects, including core or	<p>Feb 2019</p> <p>June 2019</p> <p>August 2019</p>	



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		<p>shown sustained improvements over two data collections.</p> <p>KS4- attainment 8 scores improve, reducing the gap with 'others' in school and compared to 'others' nationally</p>	<p>Staff :SLT</p>	
	<p>Personalised reading and SCLN intervention</p>	<p>% of disadvantaged students in Yr7 with reading ages below their chronological age has decreased.</p>	<p>Feb 2019</p> <p>June 2019</p> <p>Staff: LJ, YL</p>	
<p>B) Effective self-evaluation and review</p>	<p>Refined analysis of data by Middle Leaders to identify areas of concern and strategic planning of appropriate personalised intervention for Disadvantaged students</p>	<p>At least 80% of Disadvantaged students at KS3 make at least secure progress across at least 6 subjects, including core or shown sustained improvements over two data collections.</p> <p>KS4- attainment 8 scores improve, reducing the gap with 'others' in school and compared to 'others' nationally</p> <p>% of Disadvantaged students making at least secure progress will be higher than students last year with the same scaled scores</p>	<p>Nov 2018</p> <p>March 2019</p> <p>July 2019</p> <p>Staff: JMM</p>	



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<b>Priority 2- Building Cultural Capital and confidence</b>				
A) Maintaining and promoting a culture of success	Securing access to music lessons, provision of technology resources, trips and engagements in extra curricular activities	Increased levels of disadvantaged students participating in activities Student feedback reflects enjoyment in activities	Jan 2019  June 2019  Staff: JMM, YL	
B) Raising aspirations	EBP mentoring	All disadvantaged students have secure Post 16 plans	No Disadvantaged NEETS ( Oct 19)  Staff: JMM, CJ, JRI	
	Work Experience	All Yr10 disadvantaged students complete work experience and their feedback reflects a positive and aspirational experience	Dec 2019  April 2019  Staff: JMM, KB	
	<b>Priority 3- Productive partnerships-</b>			
	SUN project –work undertaken in collaboration with Southern Universities Network	Feedback from student surveys indicate that all disadvantaged students in Yr8 are confident in their option choices following Careers Interviews and focused enrichment periods	April 2019  Staff : JMM, CJ	
		Feedback from students surveys indicate all Yr10 disadvantaged students have had at least one meaningful encounter with a person working or studying in one of their potential Post 16 pathways ( EBP/ SUN)	June 2019  Staff: JMM, KB	



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A) Strong Pastoral Support	Up For It- Yr10 residential Specific subject workshops	Improved rates of progress in specific related subject areas	Staff: JMM, KB	
	Duke of Edinburgh Award	All Disadvantaged students who take part complete at least 3 sections during the academic year	Jan 2019 July 2019  Staff: JMM, RF	
	Daily access to pastoral support for both students and parents to tackle issues before they become barriers to learning	Reduced absenteeism	Jan2019  Staff: JMM, YL	
	Breakfast club	Increased punctuality	Jan 2019 Staff: JMM, YL	
	YR8 LEEP project focusing on resilience and perseverance ( EEF)	Reduced absenteeism for vulnerable disadvantaged students  In year data supports higher levels of engagement with other students	Jan 2019, June 2019  Staff: JMM, CJ	
B) Actively engage parents	Learning Dialogues- All Years,(EET)	Reduced absenteeism Higher % of Disadvantaged students parents attending parents evenings Improved effort and progress grades	Jan 2019, March 2019, June 2018  Staff: JMM , YL	
	Core curriculum termly text messaging, Years 7-9, (EEF) Years	Reduced absenteeism	Jan2019, June 2019  Staff: JMM	
	Mapping of support across Cluster (Burnt Mill)	High levels of attendance in Yr7 Increased/sustained rates of progress over time	Nov 2018, June 2019, October 2019  Staff: JMM	



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**2018**