



Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	685
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	Revised January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Mr Carlyle, Headteacher
Pupil premium lead	Mrs McMaster, Assistant Headteacher
Governor / Trustee lead	Mrs Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189, 485
Recovery premium funding allocation this academic year	£58, 067
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	£247, 552

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 students 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 students. 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 students- 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, students 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 students is lower than that of their peers. This has worsened by the impact of school closures during the pandemic.</p> <p>Our assessments have highlighted we need to prioritise our SEN K students.</p>
2	<p>Standardised scores for our Year 7 September 2022 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 students is strong and in line with the national average. However, whilst the gap between disadvantaged and non-disadvantaged has become smaller by nearly 2% over the Autumn term 2022, attendance among disadvantaged pupils remains 5% 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 students</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, we will see an increase in disadvantaged pupils entering the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an improved average Attainment 8 score and higher EBacc average point score.
Improved reading comprehension among disadvantaged pupils across KS3.	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.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	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.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by continuing to maintain attendance that is higher than national average for disadvantaged students.
To sustain positive Post 16 destinations for our disadvantaged students in particular	Sustained college and apprenticeship take up for our disadvantaged students places the school above Hampshire levels

Leadership of Pupil Premium	Clear strategic leadership to ensure all student are confident in how best to support disadvantaged students. Delivery of staff CPD in this area to ensure that all staff will be confident in strategies to best support disadvantaged students.	1,2,5
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

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Student Mentoring programme.	Through regular learning dialogues meetings and communications, students and their parents and carers liaise with a key member of the teaching staff throughout the year. Evidence of the impact of effective staff/student/parental partnerships. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1
Year 7 and 8 Intervention groups to raise literacy and numeracy levels	Targeted invention based on diagnostic assessments of students in Numeracy and Literacy. Students will also be supported to develop their study skills. This will support student'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

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

Budgeted cost: £ 73, 820 (plus £28,432 surplus contingency funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure effective transition into the school	<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 students to secure they quickly adapt to their new school and continue to make good progress in their learning. This may include some disadvantaged students 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
Raise aspirations by having a culture of high expectations.	<p>We actively use the experiences of past students, 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, students are encouraged to develop high career aspirations. Disadvantaged students 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
Engagement in required subject specific events and enrichment opportunities.	<p>Through our inclusive ethos, we seek to remove any barriers which prevent our disadvantaged students from engaging in required subject trips and activities. Where appropriate to the needs of our individual disadvantaged students, they also 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 student leadership opportunities at a variety of scales from in tutor time through to whole school as Head students. Disadvantaged students are also actively encouraged to take part in the Duke of Edinburgh Award Scheme.</p>	4
Sustain a trend of securing ambitious post 16 destinations for all students and	<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 students to prevent any from becoming NEET. This may include accompanying</p>	All

supporting their transition to them.	them to college visits and interviews as well as supporting them with apprenticeship applications	
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	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.	5
Continue to provide strong pastoral support through the effective deployment of staff in school.	We understand how some of our disadvantaged students 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 students. 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 GCR-2022-Summary-Report.pdf (childrenssociety.org.uk)	4,5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £247,552

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 2021 to 2022 academic year.

Building upon our provision and commitment to maintain a high-quality curriculum offer during the COVID period, the school was able to re-ignite aspects of its pupil premium provision which had suffered during this time. 44 disadvantaged students in Years 10-11 engaged with our in school catch up programme. Improvements in aspects of their English and maths were noted by the tutors/class teachers for over 60 percent of them.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Extra-curricular activities and trips continued to build our students sense of self and place within their communities, providing opportunities to visit new places and extend their experiences. These opportunities were embraced by many of our students, with a third of our disadvantaged students in Years 8-9 participated in residential trips.

Although overall attendance for the whole school was below pre-Covid levels, for 2021-22 it was in line with the national average. Our disadvantaged student's attendance was above FFT national for the group.

For the second year running, we ran a successful, school funded transition programme and summer school. Both were well attended by our disadvantaged students and their parents. 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. In school data for 2021-22, shows that half of the disadvantaged students in the Year 7 literacy intervention group and three fifths of the Year 8 disadvantaged students made more than expected progress during the programme.

We continued to secure positive and ambitious post 16 destinations through our Careers programme and the tailored mentoring of our disadvantaged students. This is evident in our trend of a low numbers of students that are NEET, lower than the Hampshire average for 2021-22 (Hampshire Activity report). Securing the best possible outcomes for all our disadvantaged students 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.

These students 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 students can identify who they can go to if they are concerned or worried.