



## **Pupil Premium Strategy 2018-19**

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. Through the additional funding the school has received for the academic year 2018-19, (£172,710) it is able to provide a range of personalised interventions which support our pupil premium students. In 2018-19 there are 144 disadvantaged students including 4 LAC and an additional 26 service students.

Our school continues to focus on improving student outcomes, with there being an explicit commitment to accelerating the progress of disadvantaged students in all subjects. Building upon our work with Hampshire County Council and the National Education Trust during the last academic year, we continue to evaluate and refine our provision to ensure improved student outcomes. We pride ourselves on being research led practitioners and therefore make regular reference to the work of the Education Endowment Foundation and the findings of the OECD's 2018 Equity in Education report. 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 school believes that in order to do this we must remove any identified barriers to learning. We have 3 priority areas through which the above barriers will be addressed in 2018-19

### **Priority 1 -Teaching and Learning**

- Providing quality first teaching focusing on the language of learning
- Effective self-evaluation and review

In order to accelerate the progress of our disadvantaged students in all subjects, irrespective of their starting points we;

**Provide quality first teaching** through strong leadership and a committed focus on teaching and learning in the school checked through robust quality assurance procedures. Whole school strategies include disadvantaged students being provided with detailed personalised feedback, carefully planned supportive seating plans and targeted planned questioning in class. Through active referencing to good practice as identified by the above cited research bodies, staff regularly receive in house training, take part in joint professional development group activities to strengthen and enhance their teaching. Teaching and learning activities will enable the students to develop their resilience and ability to guide their own learning and strengthen their metacognition.

**Undertake regular self-evaluation and review-** Through the use of internally collected data middle and senior leaders analyse the performance data of both individual students and groups of students to review their achievement and progress. They use it to measure the impact of any tailored interventions in addition to inform future personalised support. We recognise the importance of such activities as they inform our practices such as the need for intervention for our disadvantaged students with very low levels of literacy in Year 7, 8 and 10 as well as for examination support. Individual subject areas continue to adapt their practices in response to their data analysis. Whilst this may involve the embedding of some strategies in other cases it may involve the abandonment of others.

## **Priority 2- Building Cultural Capital and confidence**

- Maintaining and promoting a culture of success
- Raising aspirations

**Raise aspirations** by having a culture of high expectations. 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. Through individual interviews we are able to establish the aspirations of our disadvantaged students and work with them to set review and achieve the appropriate outcomes. Year 10 students are fully supported through their selection, preparation for and completion of Work Experience. Through our inclusive ethos -and where appropriate to the needs of our individual disadvantaged students- they participate in events held at our local universities and with local businesses in our wider social context including IBM and Education Business Partnership. 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.

**Maintain and promote a culture of success-** We celebrate genuine success regularly through weekly assemblies and specific half termly celebration assemblies as well as through regular use of the Merit system. This has ensured that those deserving praise receive it. This is particularly important for our quiet disadvantaged students. Staff are actively encouraged to contact home via text, email or phone to inform parents when a student does something well as we recognise the importance of sharing this positive news particularly with our disadvantaged students' families.

## **Priority 3- Productive partnerships- Learning Dialogues**

**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 5 pastoral assistants who provide 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.

**Actively engage parents** by having an open door policy and easily accessible strong pastoral teams. Through regular learning dialogues meetings and communications, the parents and guardians of disadvantaged students liaise with a key member of the teaching staff throughout the year in addition to attending parents' evenings. We understand the importance of there being positive relationships between school staff and those at the students' homes. The learning dialogue meetings focus on aspirations, short and medium term plans with the communications also sharing information about topics being covered in core subject areas and assessment information. The teaching and pastoral team firmly believe in the importance of issues being tackled when they are at a low level to prevent any avoidable acceleration. This may include assisting with the provision of school uniform and other equipment.

**Secure effective transition** both into the school and when leaving. Strong established links exist with our main feeder schools through the designated work of our Year Leader for Year 7. These enable 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. This year, one of our Assistant Headteachers is leading a piece of work which will use regular communication with our colleagues in our feeder schools to share planning and create more effective learning journeys between the key stages. Our Key Stage 4 curriculum offer ensures that students have access to a broad range of subjects to maximise student engagement and achievement. Our Year 11

Leader works closely with our Career's 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 them to college visits and interviews as well as supporting them with apprenticeship applications. One of the Year Leaders also monitors closely the transition of those entering the school during the academic year as we recognise these students, who are often disadvantaged, are particularly vulnerable.

Strategy to be reviewed: Interim February 2019, final review September 2019