

## Results 2019 Disadvantaged Pupils

### Key Stage 4 Results 2019

Indicator	Year	Disadvantaged Pupils - National	Other Pupils National	The Piggott School Disadvantaged Pupils
Attainment 8	2017	38.6	50.5	41.13
	2018	38.2	50.6	53.26
	2019	38.6	50.0	45.04
Progress 8	2017	-0.33	0.12	+0.20
	2018	-0.40	0.13	+0.61
	2019	-0.45	+0.10	+0.33

## Year 11 (2018/2019) Actual Results

Pupil Premium

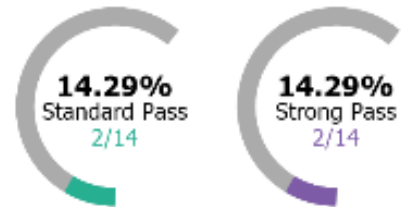
### Pupils

14 Pupils 8 Boys 6 Girls

### Baccalaureate

6

6 Pupils Entered - 42.86%



### Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
<b>Entries</b>	13	14	14	10	8
	93%	100%	100%	71%	57%
<b>Standard</b>	9	12	9	7	3
	64%	86%	64%	50%	21%
<b>Strong</b>	8	7	6	5	3
	57%	50%	43%	36%	21%

### Summary

3.93	0.4	0.5	-0.83
APS	Sci VA	Hums VA	Lang VA

### English

	Entries	9 to 7	9 to 5	9 to 4
	14	1	8	9
<b>Pupils</b>	100.00%	7.14%	57.14%	64.29%
<b>Entries</b>	-	7.14%	57.14%	64.29%

### Maths

	Entries	9 to 7	9 to 5	9 to 4
	14	2	7	12
<b>Pupils</b>	100.00%	14.29%	50.00%	85.71%
<b>Entries</b>	-	14.29%	50.00%	85.71%

### Science

	Entries	Pupils	Entries
<b>1 Science</b>	14	100.00%	-
Grade 4+	9	64.29%	64.29%
<b>2 Sciences</b>	14	100.00%	-
Grade 4+	9	64.29%	64.29%
<b>3 Sciences</b>	2	14.29%	-
Grade 4+	1	7.14%	50.00%
<b>Bio/Chem/Phys</b>	2	14.29%	-
Grade 4+	1	7.14%	50.00%

### MFL

	Entries	Pupils	Entries
<b>1 MFL Entry</b>	8	57.14%	-
Grade 4+	3	21.43%	37.50%
<b>2 MFL Entries</b>	0	0.00%	-
Grade 4+	0	0.00%	0.00%

### English & Maths Threshold

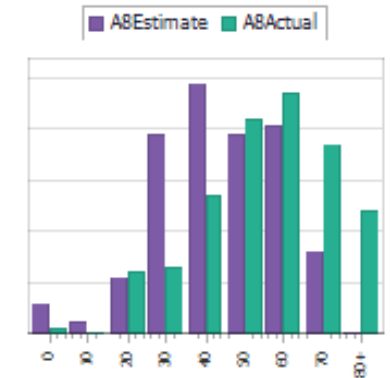
<b>Both Subjects</b>	29%	21%
	<5 4	3 5+
	<4 1	1 4+
	7%	7%
<b>Maths Only</b>	29%	57%
	4+ 4	8 4+
	5+ 2	5 5+
	14%	36%
		<b>Both Subjects</b>

14 Pupils Entered - 100.00%

### Entries

<b>9 to 8 - inc A*'s</b>	(5.83%)
7	
<b>9 to 7 - inc A*-A</b>	(15.83%)
19	
<b>9 to 5 - inc A*-B</b>	(46.67%)
56	
<b>9 to 5 - inc A*-C</b>	(50.00%)
60	
<b>9 to 4 - inc A*-C</b>	(68.33%)
82	
<b>Total</b>	<b>Average</b>
120.00	8.57

### Progress 8



	A8	P8
English	8.86	-0.01
Maths	9.43	+0.58
EBacc	13	+0.3
Other	13.75	+0.43
<b>Overall</b>	<b>45.04</b>	<b>+0.33</b>

Filled Slots 11 78.57%

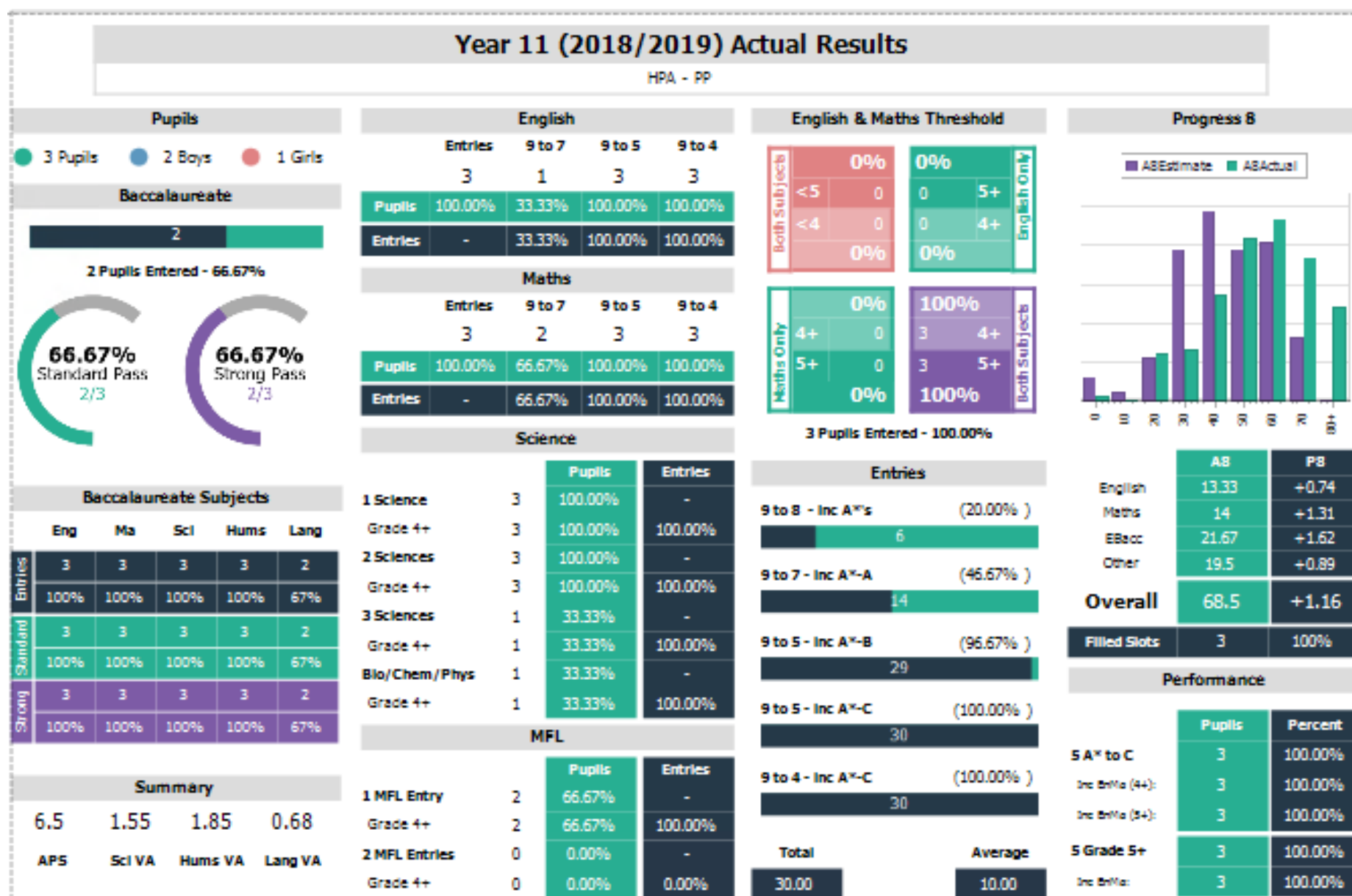
### Performance

	Pupils	Percent
<b>5 A* to C</b>	9	64.29%
Inc EnMa (4+):	8	57.14%
Inc EnMa (5+):	5	35.71%
<b>5 Grade 5+</b>	5	35.71%
Inc EnMa:	5	35.71%

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Key Stage 4	2016 Results DP	2017 DP Results	2018 DP Results	National Other 2019	2019 DP Results
Progress 8	+0.26	+0.20 * <i>Inc outliers</i>	+0.61	0.1	+0.33
Attainment 8	47.89	42.28	53.26	50.15	45.04
English and Maths Threshold 4+/5+	53% N/A	78/33	71/47	71/50	75%/38%
EBBac % gained	12%	12%	29% ( Good ) 18% ( Strong )	28%	14% ( Good ) 14% ( Strong )
EBBac Entries	12%	2= 24%	35%	44%	42%
English % 4+	53%	89%	88%	73%	64%
Maths %4+	82%	77%	82%	76%	85%
English %5+		87 %	65%	55%	57%
Maths %5+		33%	65%	55%	50%





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Attendance Data

	Year 7	Year 8	Year 9	Year 10	Year 11
Pupil Premium	93%	92.19	91.14	95%	91%
Not Pupil Premium	97%	96.62	96.40	96%	96%

**Destination KS4**

Following the GCSE results –

5 Pupils remained at The Piggott School.

7 pupils joined other 6<sup>th</sup> forms or Level 3 pathways at College

The remaining students accepted college placements/ work placements

**Year 13 Previously Disadvantaged**

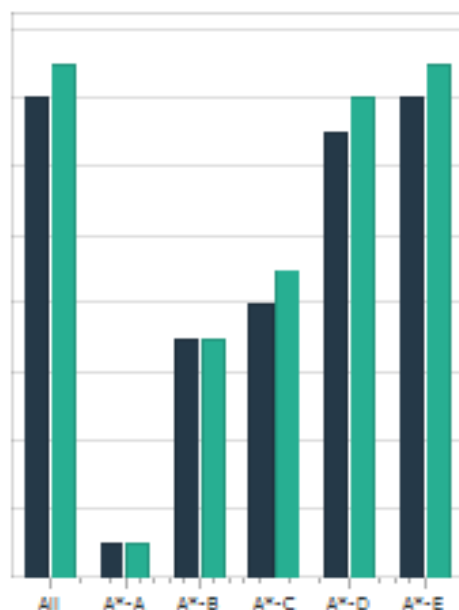
## Year 13 (2018/2019) Actual Results

(3 - Previously PP)

### Pupils

● 5 Pupils ● 2 Boys ● 3 Girls

### Summary



Entries	Count	Weighted
All	14	15
A*-A	1 7.14%	1 6.67%
A*-B	7 50%	7 46.67%
A*-C	8 57.14%	9 60%
A*-D	13 92.86%	14 93.33%
A*-E	14 100%	15 100%

### A Level

Students in Scope: 4 80%  
 Avg Points / Entry: 34 -  
Expressed As A Grade: C+ -  
 Value Added Score +0.16 -  
 3+ A levels at A\*-E: 3 75%  
 2+ A levels at A\*-E: 3 75%  
 AAB (2+ Facilitating): 0 -  
In Scope: 3 -

Entries	Count	Weighted
All	10	10
A*-A	1 10%	1 10%
A*-B	7 70%	7 70%
A*-C	7 70%	7 70%
A*-D	9 90%	9 90%
A*-E	10 100%	10 100%

### Applied General

Students in Scope: 2 40%  
 Avg Points / Entry: 29 -  
Expressed As A Grade: M+ -  
 Value Added Score -0.05 -

Entries	Count	Weighted
All	4	5
A*-A	0 0%	0 0%
A*-B	0 0%	0 0%
A*-C	1 25%	2 40%
A*-D	4 100%	5 100%
A*-E	4 100%	5 100%

### Academic

Students in Scope: 4 80%  
 Avg Points / Entry: 34 -  
Expressed As A Grade: C+ -  
 Value Added Score +0.16 -

Entries	Count	Weighted
All	10	10
A*-A	1 10%	1 10%
A*-B	7 70%	7 70%
A*-C	7 70%	7 70%
A*-D	9 90%	9 90%
A*-E	10 100%	10 100%

### Tech Level

Students in Scope: 0 0%  
 Avg Points / Entry: 0 -  
Expressed As A Grade: -

Entries	Count	Weighted
All	0	0
A*-A	0 0%	0 0%
A*-B	0 0%	0 0%
A*-C	0 0%	0 0%
A*-D	0 0%	0 0%
A*-E	0 0%	0 0%

Tech Bacc	Achieved	Tech Bacc Breakdown	Tech Level	L3 Maths	Ext Project
	0	All Pupils	0	0	0
	0%	Tech Scope	0%	0%	0%

### Best 3 A Levels

Students In Scope  
3 60%  
 Students with 3 A Levels  
3 100%  
 Cohort Score  
 33.33 C+

### L3 Maths



In Scope: 5 (100%)  
 Achieved: 0 (0%)



**Year 13 Destinations**

3 moved onto University placements  
3 gained employment /apprenticeships

**Key Provisions for 2018 - 2019 Included**

**Addressing Basic Needs Removing Barriers to Attendance & Learning**

- Help with uniform costs
- Breakfast scheme
- Free lockers ( & padlocks)
- Transport costs
- Equipment ( pens, calculators – always available in the Green Room )

**Addressing Emotional Barriers to Learning – Provision Included**

- Counselling - provided by ARC
- Anxiety and Wellbeing guidance
- Behaviour Support
- Engagement Programmes – Reading Football Club
- Mentoring – all Disadvantaged pupil s have a mentor these can be 6<sup>th</sup> formers, LSA, or Teaching staff
- A Small bespoke nurture tutor group ( Green Room)

**Removing Barriers to Inclusion – Building Character and Cultural Capital**

- Supported with Enrichment activities
- Supported with trips & overseas visits
- Provided Music Tuition
- Offered Samsung tablets to KS4 ( BYOD)
- Run reward schemes – Prom Passport – linked to yearbooks and Prom tickets

- Funded Gym memberships

**Removing Academic Barriers we provided**

- High quality 1<sup>st</sup> teaching with a focus on quality targeted feedback
- KS3 Literacy support – Accelerated Reader, 6<sup>th</sup> form subject mentors & Reading Buddies
- One-to-one or small group English tuition
- One-to-one or small group Mathematics tuition
- Homework Club KS3 & KS4
- Green room - offering bespoke timetables and co-ordinating mentoring and support in Key Stage Four - All year 11 pupils will be offered support via this facility
- Intervention Tutor Group
- Revision support group
- Intervention Parents Evenings
- Bespoke subject 121 including in Science and MFL
- After school support timetables for all year 11 pupils
- Revision packs
- Study Packs
- Numeracy support KS3 – from 6<sup>th</sup> form mentors
- English support programme
- Maths support Programme

**To remove barriers of Low Aspiration and to promote the aspirations of the More Able**

- IAG (a range of support with developing aspiration and planning careers)
- Wellington College More able programmes - STEM/ Aspirational days
- Signposting to STEM pathways
- Signposting to Ebacc options – Including Mandarin
- Funding provided for trips and exchanges including China / Spain / France and Germany
- Double Language option pathways
- Transition group – intensive guidance

- 121 careers support form “in house” specialist
- Bespoke visits to local colleges

**Key Aspects of our support**

- Trainee Heads Of Year ( one per year group)
- Yearly surveys of disadvantaged pupils needs
- Reformed GCSEs – the challenge of grade 5 /7+
- Department intervention and department representation at Intervention group
- Homework support in Key Stage 3 – to be run by KS3
- Bespoke curriculums – GCSE Photography in KS4
- Feedback – embedding the new PSHE/DIRT/FIT programme in years 7-10 aiming to build skills in metacognition and learning to learn skills.

- **Which provisions are most effective?**

- Character building – the whole school experience
- High quality 1<sup>st</sup> teaching
- Bespoke plans with timely 121 or other intervention to support/remove barrier to progress
- Maths Support Plan
- Department Interventions
- Individual teacher Intervention

On-going analysis of the impact of each provision will enable decisions to be taken about how to spend the pupil premium most effectively. Provisions that have the greatest impact will be invested in more fully, while those that are not having as much impact will be reviewed and adapted to ensure they support student progress more effectively.

Pupil Premium & LAC Provision – Disadvantaged Students - Impact Plan 2018 – 19

**Impact & Action Plan Review for 2018/19**  
**Funding was £ 70?????**

Intervention	Details	Cost	Target group	Success Criteria	Impact	Evidence	Next steps
The Green Room	In school facility for vulnerable students.	£18,000 from DP funding {£34,000 cost overall}	KS4	Positive P8 Score Attendance DP vs Non DP % ( Nat) Positive P8 Score DP cohort Progress data No Permanent Exclusion ( DP cohort) Post 16 numbers in 6 <sup>th</sup> form Post 16 destinations	<ul style="list-style-type: none"> <li>All Year 11 mentored and supported</li> <li>To ensure all year 10 pupils have support via the Green Room from September 2017</li> <li>Bespoke timetables tracked &amp; coordinated</li> <li>Co-ordination of 1:1 support for English and Maths</li> <li>Intervention tutor group for revision period</li> <li>Mentoring from GR</li> <li>Co-ordination of DP support during revision period</li> <li>Equipment bank –</li> <li>To run the DP provision map</li> <li>engagement and making pupils “learn ready”</li> <li>Learn Ready – Counselling</li> <li>Investigate Green Room LSA – One LSA has allocation</li> </ul>	See P8 score + .33  Retention to the 6 <sup>th</sup> form Of the 14 students – 5 remain at the Piggott on Level 3 courses – 7 others on A Level pathways at alternative 6 <sup>th</sup> forms 2 have work related placements – remaining students at local colleges	To continue with Key areas of Green Room Support Hub for year 11 support Manages year 11 PP revision  To continue with outreach top targeted individuals in year 10/9  To continue with early intervention including all key year 10 in timetabled GR Time from Sept 2018  To expand the mentoring provision offered by year 12 /13 to act as the main hub for this co-ordinate the allocation of both departmental 6 <sup>th</sup>
Green room /DP LSA support	LSA’s to work in either the green room or embedded in key lesson	LSA costs per hour  LSA currently has 17 hours per fortnight		Better intervention and liaison GR /Depts			

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					<p>for Maths Intervention in GR</p> <ul style="list-style-type: none"> <li>• LSA is embedded in Green Room to offer support with mathematics</li> </ul>		<p>formers and mentoring 6<sup>th</sup> To track and to build a holistic mentoring support system. That is targeted and co-ordinated – to ensure all 6<sup>th</sup> form mentors are trained and have safeguarding training</p> <p>Investigate Green Room LSA – One LSA has allocation for Maths Intervention in GR</p>
Revision Support	To support pupils metacognition & ability to learn /revise.	<p>£1,000</p> <p>In total over £2.099 was spent on books to support both revision and as part of the study packs</p>	KS4	<p>Positive P8 score</p> <p>Positive A8 score</p> <p>%4+ GCSE E &amp; M</p> <p>%5+ GCSE E &amp; M</p> <p>% 7 + GCSE E &amp;M</p> <p>No Neets - post 16</p> <p>Build robustness Post 16</p> <p>University placements for MA DP</p>	<p>Activities Days – e.g Exam Busters funded for disadvantaged cohort</p> <p>Revision packs - HODs</p> <p>Pixl Diagnostics – HODs</p> <p>PPEs ( Pixl)</p> <p>Pixl High 5 courses</p> <p>English/Maths for 4/5 borderlines –</p> <p>E learning support – HODs</p> <p>Supervised Revision - GR</p> <p>Support with revision timetables – GR</p>	See P8 score +0.33. Positive scores across Ebacc/open options see results above	<p>To continue with the same revision programme /Intervention Eve - October to continue to support department request and the high priority that</p>

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					Intervention Evenings – All DP students – HOKS4 Afterschool DP department Intervention monitored via prom passport - NW Exam booster sessions = Dept Reps /HODs Walking Talking Mock/Mark programme HOKS4		DP students have
Trainee Heads of Year	5 THOY to assist with the DPs in each cohort.	£7500 5 @£1,500	KS3/4	Survey Data to assess need Mentoring allocation Attendance data Inclusion data Progress data Parental attendance at parents evenings to match non DP	Duties include Surveys one in Sept tracking of progress & attendance ( KS3) Behaviour tracking Mentoring Case studies on all pupils managed tracking provision Tracking of inclusion /enrichment /trips- remove barriers to learning Support with basic needs Attendance at parents evenings	Impact remains key considerable in the engagement of pupil and parent in day to day contact and support of basic/ educational/cultural needs	To train new cohort of THOY  To survey need each Sept and build support plan from there  To Mentor and represent the PP pupils
Curricular expansion – Extra English and maths teaching groups	Review the setting and curriculum for all year groups.	To be costed	KS3/4	Curriculum models maximise student achievement.	Enable 121 in Dept or Groom Small group work English and Maths Data indicates high impact attainment and progress sig + comp national data. GR to help co-ordinate support	See GCSE results for English and Maths above	To continue with small sets in KS3 /4 in English and maths
Out of hours 1-2-1 or 1-2-small tuition in Maths	DP receive personalised tuition in maths GCSE	£ 1,344 was spent on maths 121 to support individual need	KS4/ KS3	85% 4+ 50% 5+ Progress Math DP - +0.58	LSA 121 Green room 121 RG Tutor Time Maths support Teacher lead 121/small group Additional use of Schools Direct and PGCE students Maths to use additional staffing ( curricular	This is difficult to monitor impact as some impact is in confidence to attempt the subject rather than seen in results - – higher impact is mostly	Most 121 happens in hours and involves 6 <sup>th</sup> form mentors and the LSA's embedded in the Maths Dept.

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					expansion) to free up key individuals to provide 121 targeted intervention	from 6 <sup>th</sup> formers or Dept LSA team or teaching interventions	Schools direct and PGCE to be offered 121 after hours
Out of hours 1-2-1 or 1-2-small tuition in English	DP receive personalised tuition in English language GCSE	£500	KS4/ KS3	Students make 3 levels of progress/ achieve their attainment 8 grade.	Intervention organised & lead by English 121 from English LSA team 121 in Green room from overstaffing of English Dept to use additional staffing ( curricular expansion) to free up key individuals to provide 121 targeted intervention Additional use of School Direct & PGCE students	Highest impact from LSA team	Most 121 happens in hours and involves the LSA's embedded in the Maths Dept. Schools direct and PGCE to be offered 121 after hours Overstaffing of English from Oct ½ term to be used to support Year 11 English DP pupils
Year 12 Learning mentors	DP receive in class support from 6 <sup>th</sup> Form Mentors Over 50 mentors – Pastoral /Science/Maths/History /Languages	Non Costed	KS34	Students achieve their target grades/ levels each year. Year 12 to support pupils Learn Ready skills and build robustness and engagement	Department HODs and DP Department reps to identify year 12 pupils that can support key DP in lessons No more than one session per fortnight for each year 12.	This Maths and Science mentors have had a high impact on progress a resilience of pupils – this was evident in student feedback and results	To be expanded with Green room acting as a hub - see above
Mentoring Teacher /LSA and Year 13 Peer mentoring	All DPs have access to a learning mentor  Non - contact time for Staff Member 1 period a fortnight  Staff Mentors KS3/4 LF/NC/LK/SSc/NP	ARC training Day Teaching mentors  1 hour per fortnight  £1000 towards overall costs	All KS	Transition report data positive Year 7 Inclusion data Attendance Data Improved Meta Cognition – learn to learn skills	Train and support the year 13 mentor team – currently around 50 trained mentors Organise training on INSET day for year 13 AHOY to allocate mentors Intervention group to review mentoring to look at scaffolding successful meetings.		To be continued as a key intervention and expanded

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					Plan and structure 6 <sup>th</sup> form topics/questions to support mentoring AHOY to RAG all DP pupils according to need to prioritise support A week each ½ term too be set aside to write up mentoring notes on Sims case /studies		
Basic Needs: Equipment and Resources	DP are provided with essential equipment, resources and materials	£2500 - £2, 264 was spent on basic needs such as uniform, shoes, PE kit bags , coats etc. £75 was spent on locker padlocks	KS34	Pupils can access all areas of the curriculum Barriers to learning removed Robustness and Resilience Attendance and Inclusion Equip marks	Barriers to learning removed Assessment is that the processes involved in basic need support was unclear. Tracking of spending needs to be firmed up	Eventual spend was 2,264, + impact is not measurable but evident in inclusion/attendance = uniform purchased transport costs funded – basic barriers to learning were removed DP pupils fitted in with their peers	Raise allocation Review Uniform provision THOY to support as required enabling pupils to attend and belong
Year 11 Reward Scheme	All year 11 pupils attendance in after school support to be tracked using Prom Passport - rewards for attendance could include/engagement include = Prom Ticket /yearbooks/Leavers Hoodies/Gym Membership	£500 - £205 was spent on the Prom/Hoodies and Yearbooks	KS4	Incentivise learning & engagement Attainment and progress data Resilience in year 11 P8 /A8	THOY to allocate prom passports plan daily interventions for all year 11 Attendance tracked using Prom Passport Parents given written details on intervention plans AHOY	Provides incentive to attend after school support Also removes any barriers of inclusion for the cohort	To be continued 2018
Learning Packs	Many Departments create learning packs of resources for DP pupils	£2000 see revision packs for book spending in	All	P8/A8 Incentivise learning Remove barriers		Well received by DP pupils A8 score P8 Score	Funding to be increased Dept Reps to be encouraged to



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		addition £225 was spent on items such as files, light boxes, maths sets, exam sets etc					consider 7-9 packs English to issue Packs Year9-11 Maths to consider numeracy Mats
Curriculum Enrichment  Enrichment ( general) Activities & Trips	DP can apply for funding/support for enrichment activities, music tuition and school trips.	£12000 Was spent 7751	KS34	Funding allowed students to participate in <ul style="list-style-type: none"> <li>• Sports Polo</li> <li>• The Jungle -</li> <li>• London Zoo</li> <li>• Computing Museum</li> <li>• German Exchange</li> <li>• Austria Ski Trip</li> <li>• Normandy</li> <li>• Holland Trip</li> <li>• Iceland Trip</li> <li>• Year 10 Dinton</li> <li>• China Exchange 19-20</li> <li>• Kew Gardens</li> <li>• Thorpe Park</li> <li>• Marwell Zoo</li> <li>• Tyr Abad</li> <li>• Tall Ships</li> </ul>	<ul style="list-style-type: none"> <li>• Funding/payment support provided for residential trips and school trips ( FSM )</li> <li>• Attendance on enrichment activities to be to be tracked by THOY</li> <li>• Trip letters to contain DP/FSM statement</li> </ul>		In an affluent area it is essential that DP pupils feel a sense of belonging to the school. It would be easy for them to become isolated from their peers and the experiences that they have. We aim to use these co- curricular experiences to build robustness, character and cultural capital

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<p>Music Lessons</p>	<p>DP students to have access to Berkshire Maestro's music lessons</p>	<p>£2,500 - £3002</p> <p>This has risen from under £500 three years ago – it has proven to be popular and very successful in allowing students to build character /confidence and participate in cultural activities</p>		<p>To remove barrier to inclusion To improve aspirations to support the more able To increase access to Music GCSE and beyond PP students participate in choir, musicals, and church services and the rock concert</p>	<ul style="list-style-type: none"> <li>• Music Department to identify and support DP students wishing to take music lessons</li> <li>• This is not dependant on the taking the subject at GCSE it could be enrichment</li> <li>• Pupils taking GCSE should have music lessons funded if required</li> </ul>	<p>To continue to build provision PP students participate in choir, musicals, and church services and the rock concert</p>	<p>To continue to build this provision with Berkshire Maestros</p>
<p>Ingredients for Catering</p>	<p>Ingredients ordered for DP pupils via weekly ASDA order</p>	<p>£300 - £383</p>		<p>To remove barrier to inclusion To allow breadth of curriculum access To build character and life skills</p>	<p>Food technician to liaise with Teaching staff and students to purchase ingredients as required</p>	<p>DP able to participate in GCSE Food</p>	<p>To Continue 2019/20 £500?</p>
<p>Careers Advice IAAG - ADVIZA  &amp; In House Support</p>	<p>Extra time for PP students with the careers advisor</p>	<p>£1000</p>	<p>KS4/KS5</p>	<p>No NEETs at post 16 Post 18 - University placements/Apprentiships /work placements organised for all past DP</p>	<ul style="list-style-type: none"> <li>• To offer support in attendance at careers fairs</li> <li>• All DP seen more than once</li> <li>• Support as required with college visits /University visits</li> <li>• All post 16 seen by In house team &amp; given support plans</li> </ul>	<p>All DP student since Year 11 had access to Careers support This is a keen early intervention service to build resilience/ offer support and encourage pupils to keep attending</p>	<p>To continue 2019/20 To run Trips for year 10/11 to University raster days</p>

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					<ul style="list-style-type: none"> <li>All attend in school careers ACT day</li> <li>Destinations tracked in KS4/KS5</li> <li>All Receive IAG</li> </ul> Support via bursary with University Open Days	
Literacy	To close gaps in KS3  Literacy Intervention in year 7	£7,000 towards cost of £14,000		Pupils access the curriculum Reading ages rise Removes barrier to learning across the curriculum	<ul style="list-style-type: none"> <li>Pupils with low scaled scores/reading ages to have literacy support in intervention timetable created by limiting language options to 1 and releasing timetable time for literacy lessons</li> </ul>	As the numbers in year 7/8 are low DP will stop contributing 2019.20
Accelerated Reader Scheme	All students in Years 7 & 8 and the low attainers in Year 9 have access to accelerated reader. PP funding covers part of this cost.	£1000 out of total spend £4000	KS3	Increase in reading ages. Increase in reading for pleasure.		Funding of AR to continue and to use DEAR lessons rather than Reading Buddies . Look to buying all Year 7/8 DP students a set of books ?
Reading Buddies	Year 7 intervention supported by English LSA team Year 10 work on a weekly basis with key year 7 students to listen to them read	LSA time		To be replaced by DEAR		
English LSA Mentors	3 LSA's to support in Tutor time and lessons to be embedded in the English Department  3 LSA's to support in tutor time and in lessons with 121 booster sessions	£5000 p.a contribution	KS3 & KS4	To support with 121, literacy, Reading Buddies etc.		

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Maths LSA Mentors		£5,000p.a contribution		To co – ordinate maths 6 <sup>th</sup> form mentors and to work 121 with students			
Counselling & Mental Health service  ARC  In House Support 121 wellbeing and Anxiety	Extended counselling provision for PP students  To build resilience in DP and try to make them “ready to Learn	£1000  £1000 – towards costs	KS345  KS345	Priority service  Better mental health for all DPs Attendance data PA Data Robustness at key times Neet Data Post 16 Destinations	ARC services purchased In House provision is ongoing SLT lead To track DP access and attendance at this support	P8/ A8 both positive	Ongoing in house INSET programme
Behaviour management  121 – Offered by External Support	Extended support for DPs with complex needs  To build resilience in DP and try to make them “ready to Learn”	£1000 contribution	KS34	Priority Service Better mental health for all DP Zero Perm Exclusion DP Zero Fixed term Exclusion DP Aim to resilience required to learn GR to track W/unit data Behaviour marks tracked by THOY	KTN to track DP access and attendance		Staff reminded each year about assessable homework
Parental engagement programme	Co-ordinated parental engagement programme led by the THOY	Non Costed	KS34	Parents aware of support strategies for students.	Additional parents evenings in place in Key stage 4 All parents contacted with welcome letter by THOY All parents contacted at each parents evening Reading Club planned in English	Homework remains an Issue for many Pp students – In Key Stage 4 the green room and reduced timetables offer support – the library and KS3 SEN support also offer alternatives	Departments to be encouraged to run their own supported homework clubs Other support to continue
Feedback loops & Learning to learn ( Metacognition and self-regulation )	Whole staff focus on feedback loops integrating this into our everyday practice  Pupils are equipped with learning to learn and self-review skills	Non costed	KS345	Developing staff professional skills.	T&L group clear emphasis on good quality feedback to students DIRT and FIT training for all staff at INSET T&L briefings		

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PSHE				Pupils are equipped with learning to learn and self-review skills	DIRT & FIT time embedded into curriculum in new PSHE curriculum Self = review and mentoring built into PSHE programme		
Homework monitoring	Whole staff focus on homework setting, completion, marking, feedback.		KS345	Appropriate, challenging homework is integral to every day at TPS. Homework scrutinies show consistent practice.	Depts to set accessible homework tasks	,	
Homework Club	Students have a facility to undertake homework at school	5 hours per week = £3500pa	KS34	Reduction in homework defaults leading to greater engagement and increases in results.	Homework support run by Green room to KS4 KS3 - library support Homework set should be inclusive & department clubs/support to be available Is LSA support available for KS3? SLT lead to investigate options		To continue to fund as required
Bespoke Curriculum Interventions  121 subject support	Photography GCSE offered to ½ of DP Year 11 cohort to boost Progress and Engagement in a very small class size	Teaching time 5 hours a fortnight + set up cost of course £2000 +£10,000 (10 hours per fortnight)	KS4	Positive P8 scores in subjects offered Bucket 3 scores improved Improved points scores and post 16 options Retention to 6 <sup>th</sup> form – 75% of the previous cohort retained and participating in A Level Photography Improve self esteem	Plan and deliver Photography GCSE 2 students at risk of exclusion – engaged fully with GCSE Course – and had no further exclusion in year 11 once on it!	Red Alps 2 100% of students gained a 4+ pass Inc 2 level 7s	To continue to fund as required probably required 2020/21 as most DP students on GCSE Photography course 2010

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Exam Remark scheme	Borderline grades to be remarked for DP pupils	As required	KS4/5	Level the playing field for DP pupils	Letter to go to all DP pupils to gain consent in advance for resits However impact will need to be monitored regarding new rules on remarks	Although there was limited impact the change to remarks as to reviews of marking made this initiative to level the playing field not viable.	To review marks each year – and assess on a case by case basis
Breakfast Scheme	PP students have daily allowance in canteen	£3000 – £2967	KS34	Increase in attendance and engagement with learning. Improved punctuality = pupils ready to learn	This is a growing area of demand – to be revived following survey results – pupils more happy to engage with support	This is a popular incentive and support mechanism to get students into school on time and fed so that they are ready to learn up to 16 students have participated in this	To continue to fund as required
Tracking Progress	4 Matrix is used to track in year data from year 7-13 New KS3 assessment to be embedded and developed to allow for easier tracing of progress In addition To track Progress in Year 7 ( GL assessment PT maths and English Tests .  ALPS Connect to be considered post 16	£500 contribution	KS4./5  KS3	Increase staff awareness of gap data at a classroom level Increase accountability  New assessment shared with staff and KS£ assessment grids amended to ensure progression and clarity of marking  To track progress gap data from Year 7	Staff INSETs THOY to use data to help with early interventions	New KS3 tracking is much simpler and easier to use – it has removed the need for 3 weekly tracking at KS3 for PP students	To continue with 4 Matrix and continue to implement new KS3 assessment To remove GL learning transition tests in English and Maths and to purchase Alps connect for KS4/5
BYOD /Digital access	To continue to offer device to KS4 Students To purchase suitable e learning packages To equip the Green room departments with spare , loan laptops	£2000 Allocated Issued according to need & According to student demand		To remove barriers of learning to enable pupils to access e learning activities in lessons To support those with laptop concessions'		To run the programme in a more bespoke way – nit tablets for all.	To fund on a as required basis – especially to support SEN PP students with Lap Top exam concessions

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		To be reviewed following survey of need in October review					
EAL 121	We have 7 EAL DP All have been assessed and 121 offered in required 121 work with EAL specialist	Non costed	KS3/KS4 & KS5	To remove language barriers To ensure that progress is made at all levels to reflect ability P8 & A8 scores	121 sessions as required Funding of exams and invigilators as required		
Alternative Provision	Tuition costs for vulnerable students educated elsewhere	£15, 000	KS4 & KS3	To support costs for students educated at The Foundry, Berkshire adolescent unit etc.	To support those DP students who are unable to access mainstream education or need additional alternative provision		
New for 2018 /19							
Mentoring	To enhance the mentoring programme to include transition, academic and wellbeing	Already costed		To run the mentoring from The green Room	<ul style="list-style-type: none"> <li>To co –ordinate the mentoring provision</li> <li>To ensure all are trained , safeguarding delivered</li> </ul> To run different pathways of mentoring	To continue and to look to get additional students that are MA on long term programmes such as the Wheeler Programme	Funding for transport., taxis as required
<i>More Able Support</i>		<i>Costs embedded in Action Plan</i>	<i>KS3/4/5</i>	<i>Wellington College courses for the more able University Open day visits &amp;+ intervention and Walking talking mocks More able Intervention Evening Careers Support</i>	<ul style="list-style-type: none"> <li>Courses and students matched</li> <li>Transport funded as required</li> <li></li> <li></li> </ul>		