

Pupil Premium, LAC & Service Children Provision – Disadvantaged Students

The Piggott School

How are we measuring the impact of the pupil premium?

The impact of the pupil premium on the students for whom the school receives the funding is measured in several different ways.

Achievement and Progress

Pupil Premium - Headline Trends	2013	2014	2015
Expected Progress English (pp)	36%	59% ↑	83% ↑
Expected Progress English (non pp)	68%	80% ↑	79% ↑
Expected Progress Maths (pp)	50%	68% ↑	83% ↑
Expected Progress Maths (non pp)	86%	89% ↑	92% ↑
%5A*-C Including English & Maths (pp)	14%	32% ↑	42% ↑
%5A*-C Including English & Maths (non pp)	76%	76% →	78% ↑
%A*-C English Language (pp)	29%	50% ↑	56% ↑
%A*-C English Language (non pp)	79%	80% ↑	86% ↑
%A*-C Mathematics (pp)	71%	77% ↑	83% ↑
%A*-C Mathematics (non pp)	91%	90% ↑	91% ↑

Strengths in 2014

“From at least 5 out of every 6 starting points, the proportion of disadvantaged KS4 pupils making and exceeding expected progress in English and mathematics were close to or above national figures”

OFSTED Inspection Dashboard

Our focus for the cohort has been on progress, primarily in English and mathematics.

Using data from Key Stage Two received by the school from its primary feeders, the progress of all students is carefully tracked. Disadvantaged pupils are tracked every 3 weeks in year 11 and 7 to ensure that interventions can be planned with precision. The school uses 4 Matrix to support teaching staff in tracking both progress and attainment at a classroom level.

Expected progress of Disadvantaged pupils in both English and mathematics is above national averages and showing year on year growth.

Our (WIG) aim is that all Disadvantaged pupils will have a positive progress 8 score.

Attendance

“No group had low attendance (in the lowest 10% of all mainstream schools nationally)”

OFSTED Inspection Dashboard

A measure of engagement is attendance, which is measured as a percentage from the start of the school year. As with achievement, average figures for these measures are worked out for all the students in each Year Group belonging to the pupil premium group. These are compared with the combined results of all the students in the Year Group. Attendance at the Piggott School is significantly positive when compared to national trends.

Inclusion

The Piggott School prides itself on its inclusive and caring pastoral system. No disadvantaged pupil has been permanently excluded from the school since funding started. Disadvantaged pupils only account for 5% of the schools fixed term exclusions. This is significantly lower than national trends.

Destinations

All disadvantaged pupils in Key Stage Four receive Independent Advice and Guidance (IAG).

In addition they are seen but the school's in house careers service. Work related learning opportunities are there for those on vocational pathways and for those for whom it is relevant in KS5. Historical NEET data places the school above national averages in those sustaining education, employment or training destinations. All Year 11 pupils participate in a careers day that includes talks on educational pathways, apprenticeships and university entry information. All pupils attend the Wokingham careers fair. For intensive support we use the Transitions programme.

Outstanding Teaching and Learning

“Overall value added was broadly average or above for disadvantaged pupils”

OFSTED Inspection Dashboard

- This is the key priority in improving outcomes for pupil premium students
- Most successful outcomes come in departments with outstanding first teaching supported by targeted intervention. Class analysis and robust line management has also increased staff accountability. Departments now have Disadvantaged pupil representatives
- Closing the Gap is a whole school priority with teaching and learning communities reviewing strategies and impact throughout the year.
- INSET is provided for staff in twilight sessions and in morning briefings
- Pupil premium funding has been invested in providing teaching staff with the time to complete class analysis, reflecting on their own teaching and what interventions are needed to ensure that all students make the progress they are capable of. Class analysis has also increased staff accountability
- The quality of support provided by teaching assistants has also been developed through extensive training and changes in the way teaching assistants are deployed
- The implementation of an effective whole school approach to literacy and feedback is a key focus
- The pastoral system provides outstanding care, support and guidance to ensure that students are focused on their learning; additional Intervention parent's evenings are held in Key Stage 4 where all Disadvantaged pupils are invited to attend with parents/guardians.
- The implementation of an effective whole school approach to literacy and feedback is a key focus

- The school has joined PIXL with an aim to use Pixl diagnostics. The use of this to support the learning of marginal Disadvantaged pupils using Personal Learning Checklists is an area for development
- Homework is a school priority. Homework concerns will be tracked by Pupil Premium Champions to see if homework support is required either at a department level or signposting to support in the Green Room.

Effective Progress Monitoring, Effective Individual Support & Bespoke solutions

- Data is tracked using 4 Matrix. Gaps are closely tracked and interventions planned on a bespoke level. Disadvantaged pupils are tracked every three weeks in Year 7 and Year 11. If concerns are raised then department Disadvantaged pupil representatives are invited to attend Intervention Group in order to produce a support plan.
- The support provided to our students is co-ordinated through weekly Intervention group meetings attended by representatives from core subjects , SENCO, EAL co-ordinator, Pastoral leads and Pupil Premium Champions and the Behaviour Support manager
- English and maths HOYs and the SENCO
- All Disadvantaged pupils have a mentor. The Mentors are either a 6th form peer mentor, an LSA mentor or a member of the teaching staff.
- Students who fail to make expected progress are placed on Intervention Support plans or a Pastoral Support Plan.
- The support plans are created by the Intervention teams , in collaboration with the student, their parents and the staff who work closely with them

Targeted Provisions

Provisions are targeted at the students who need them the most. For example, pupil premium students are prioritised to receive 1-1 tuition or access to counselling services.

What provisions are offered –(See also Internal Analysis Document 2015-16)

- One-to-one or small group English tuition
- One-to-one or small group Mathematics tuition
- Mentoring - all pupils have a mentor either a 6th form Peer Mentor ,LSA or member of teaching staff
- Homework Club KS4
- Counselling - provided by ARC - 25%of the students using this facility are receiving the Pupil premium
- 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
- LSA mentoring
- Anxiety clinic
- Behaviour Support
- IAG (a range of support with developing aspiration and planning careers)
- Transition group – intensive guidance
- 121 careers support form “in house” specialist

Analysis of previous allocation

Strengths

- Transition – the pastoral support offered by the year 7 pupil premium mentor.
- Bespoke solutions – pastoral support packages
- 121 support in English and Maths
- The care and support offered by the pastoral team to build resilience and engagement
- Parental engagement – through targeted parents evenings
- Careers support and low NEET figures

Areas for development

- Department intervention and department representation at Intervention group
 - Literacy in KS3
 - Maintaining Progress in KS3 – English
 - More effective deployment of LSA 's – especially in mentoring
 - Pixl diagnostics and therapy to target marginal pupils across departments
 - Reinstate Reading Buddies to support literacy KS3
 - Maths 6th form coaches
 - English 6th form coaches
 - Homework support in Key Stage 3
 - Maintaining 121 English and Maths
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- **Which provisions are most effective?**
 - Based upon our most recent data on student progress (Results, 2015):
 - Highest levels of achievement and progress are seen by those pupils who receive and engage with the bespoke programmes on offer.
 - Highest impact is seen in departments with a clear focus on narrowing the gap when targeted and timely intervention is put in place.
 - Highest levels of engagement were seen following the Intervention Parent's evenings when parents and teaching staff worked together.
 - Targeted 121 in English and Maths

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.

Please also see the detailed Disadvantaged Pupil Action & Impact Plan 2015-16