

## 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	The Piggott School – Wargrave Senior
Number of pupils in school	1531 (1043 Year 7 – 11)
Proportion (%) of pupil premium eligible pupils	6.5% - Pupil Premium (68) 4% FSM (43)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr D Gray ( Headteacher)
Pupil premium lead	K Thornton ( Assistant Headteacher)
Governor / Trustee lead	Mrs M Newman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75, 850
Recovery premium funding allocation this academic year	£10,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,850

## Part A: Pupil premium strategy plan

### Statement of intent:

#### **The Piggott School & The Pupil Premium**

##### **“Go and do Likewise”**

The Piggott School’s Christian Vision underpin the work that we do with pupils who are in receipt of The Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress. These barriers are often complex, so we provide bespoke practical, emotional, aspirational, and academic support. Our focus is on the whole child prioritising equality of opportunity in order to participate in the wide range of enrichment and character-building activities that the school provides.

#### **Covid 19**

As a school we have responded robustly to the national focus on secondary education catchup /recovery

– please refer to the:

[16 - 19 Catchup Plan](#)

[Universal Catchup Plan - Oct 21](#)

[Summer School 2021](#)

Key actions:

- Audit of Digital needs – Sept 2021 – chrome books to be purchased as required for all pupil premium students. 4G routers to be distributed as required
- Review of in school Digital support to facilitate blended learning GCSE pod, Ever Learner etc
- School lead tuition - planning bespoke tuition for disadvantaged students
- Plan most effective of NTP support

### **Attendance**

To monitor our disadvantaged students, we hold fortnightly meetings to track attendance and punctuality. Support plans are put into place for students who are classed as persistent absentees and bespoke timetables created using the school's inclusion room - The Green Room. Priority support is available for disadvantaged students requiring counselling & guidance. Basic needs will be addressed to ensure that uniform, transport etc. are not preventing regular attendance.

### **Inclusion and Equality**

The Piggott School prides itself on its inclusive and caring pastoral system. We use a range of in-house support as well as buying in counselling services, Behaviour management & Educational Psychologists. We work closely with local schools to look for alternatives to exclusion and have reciprocal arrangements with their inclusion facilities to try to avoid fixed term exclusion. Support is available to ensure equality of academic choice – including the purchase of food ingredients, music lessons tuition in MFL. We also prioritise equality of access to participation in overseas trips, school visits, D of E etc.

### **Destinations**

All disadvantaged pupils in Key Stage Four receive Independent Advice and Guidance alongside the school comprehensive careers plan.

In addition, they are seen but the school's in-house careers service. Historical NEET data places the school above national averages in those sustaining education, employment, or training destinations.

### **Pupil Progress**

#### **Progress 8 – this is tracked across all year groups**

Bespoke support is available for disadvantaged pupils of all abilities from the lower attaining to the more and most able. Our data indicates that our disadvantaged profile often differs from that of our non-disadvantaged cohort. To this end we see progress as the key measure.

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.

## **Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><b><u>Catch-up</u></b></p> <p>It is well documented that disadvantaged students suffered disproportionately during COVID19. This is seen both in their academic progress/achievement and in their mental wellbeing/robustness.</p> <p>In KS3 we have the challenge of assessing catchup needs with students from different feeder schools and different levels of need – we will use internal assessment and CATs data to establish both gaps in knowledge and aptitudes.</p> <p>Outs priority will be with year 11 and year 10 to ensure that they engage with the catchup that is being run for all students. In addition, we need to ensure that they engage with the School Lead Tutoring that we will be implementing. In year data/PPEs will inform interventions in discussion with Heads of Key Stage and Trainee Heads of Year.</p>
2	<p><b><u>Recovery</u></b></p> <p>It is clear from national data and from our own experience that disadvantaged students will need extra support in order to rebuild the resilience and confidence that will underpin all aspects of their education. The struggle with robustness is evident in the hard data that we gather on attendance (see challenge 3)</p> <p>We would like to rebuild some of the “Cultural Capital” that has been lost over lockdown – encouraging our disadvantaged pupils to re-engage in extracurricular activities, school trips and visits, overseas trips, leadership, D of E and music lessons.</p>
3	<p><b><u>Attendance</u></b></p> <p><a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a></p> <p><a href="http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/">http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/</a></p> <p>From our own data our FSM students are the most likely to be Persistent Absentees this impacts on all aspects of academic progress and future aspirations and life chances. As these students often have complex needs and backgrounds we will use the Trainee Heads of Year to work closely with family’s and students to build strong relationships. COVID permitting we will relaunch the mentoring programme that</p>

	works across all year groups.
4	KS3 Numeracy – In year data informs us that each year 7 disadvantaged cohorts arrives with a gap of attainment already built in. Year 8 Av Quantitative Cat 96 FSM 98 All DP Non PP 108 ( No scaled Scores)

5

**Literacy****Word poverty**

<https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/>

Our challenge is to promote literacy and a love of reading to our disadvantaged cohorts. They are overrepresented in our literacy classes and prior attainment data indicates a ready built in gap. This gap continues with them throughout their education

**Current data**

	Progress Grade English PP	KS4 indicators	Av Scaled scores S/ Cats PP	Av Scaled scores S/ Cats Non PP	Readings Ages /notes
Year 11	English VA – 0.15 4+ English 92% 5+ 64%	English VA +0.11 4+ 96% 5+ 92 %	103 Reading 106 Grammar Vbl Cat 107	108 Reading 108 Grammar	This cohort is the exception - Reading Age average is 12.4 – however within that there are students in the bottom 5 of reading ages for the cohort
Year 10	-0.05 4+ 92% 5+ 71%	+0.36 4+94% 5+85%	104 Reading 105 Grammar Vbl Cat 104	106 Reading 107 Grammar Vbl 108	11.4 on entry to year 7 – 5 aged 10 or below non PP 12.2 av
Year 9	N/A	N/A	Reading 98 Grammar 98 Vbl CAT 97	Reading 106 Grammar 107 Vbl CAT 107 Reading age 11.9	10.13 on entry ( 11.9 non PP) 10/14 were reading at an age of 10 or below
Year 8	N/A	N/A	Vbl Cat 104	Vbl 108	11.5 (11.9 in the non PP cohort) 4/14 reading age 10 or below upon entry
Year 7	N/A	N/A	VBL Cat 92	108	4/5 weakest readers in year 7 are from disadvantaged backgrounds

## 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																															
Catchup	<p>Attainment /+ Progress</p> <p>FFT indicates</p> <table border="1" data-bbox="1155 464 2087 900"> <thead> <tr> <th></th> <th>4+ GCSE EM</th> <th>5+ GCSE EM</th> <th>A8 50<sup>th</sup> and 20<sup>th</sup> %</th> </tr> </thead> <tbody> <tr> <td>Year 11 PP</td> <td>75%</td> <td>48%</td> <td>5.0 – 5.4</td> </tr> <tr> <td>Year 11 FSM</td> <td>80%</td> <td>54%</td> <td>5.4 – 5.7</td> </tr> <tr> <td>Year 10 PP</td> <td>62%</td> <td>34%</td> <td>4.4 – 4.8</td> </tr> <tr> <td>Year 10 FSM</td> <td>60%</td> <td>33%</td> <td>4.3 – 4.8</td> </tr> <tr> <td>Year 9 PP</td> <td>52%</td> <td>46%</td> <td>4.0 – 4.4</td> </tr> <tr> <td>Year 9 FSM</td> <td>46%</td> <td>19%</td> <td>3.7 – 4.1</td> </tr> </tbody> </table> <p>Positive P8 score - or better than national non pp</p> <p>Destinations – to ensure that results obtained allow for disadvantaged students to take their next steps in education.</p>					4+ GCSE EM	5+ GCSE EM	A8 50 <sup>th</sup> and 20 <sup>th</sup> %	Year 11 PP	75%	48%	5.0 – 5.4	Year 11 FSM	80%	54%	5.4 – 5.7	Year 10 PP	62%	34%	4.4 – 4.8	Year 10 FSM	60%	33%	4.3 – 4.8	Year 9 PP	52%	46%	4.0 – 4.4	Year 9 FSM	46%	19%	3.7 – 4.1
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Recovery	Participation in Activities/ Building of Cultural Capitol – leading to increased confidence/improved attendance etc – also see attendance data and destinations data																															
Attendance – FSM /PP	The gap between Non-Pupil Premium and Pupil Premium shrinks % PA s falls																															



Literacy	+ English VA % 4 + English %5+ English Reading Ages to be tracked KS3 to see impact +Progress 8 grades We promote a love of reading in our cohorts and engage our disadvantaged cohorts with books
Numeracy	VA/ %4+5+

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The Green room Inclusion £20,000</i></p>	<ul style="list-style-type: none"> <li>• The Green Room supports with all of our challenges it is an inclusion room that provides academic flexibility for the vulnerable and those with anxiety, attendance issues. It support those with bespoke timetables and enable phased return Our green room facilitates the recommendations from academic research listed below:</li> </ul> <p><a href="http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/">http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/</a></p> <ul style="list-style-type: none"> <li>• <i>Provide a key person that they trust to coordinate their return and gradual reintroduction plan agreed by parents, child, school and other professionals involved and inform all members of staff, not just those who teach them.</i></li> <li><i>Someone they can go to if they need support, and someone else if that person is unavailable. Somewhere safe and comfortable to go when school feels too difficult</i></li> <li>• <i>A leave card to allow a child to leave a class.</i></li> <li>• <i>Adjustments of the timings of the day, depending on the needs of the child eg.</i></li> <li>• <i>Arriving and leaving before the rush, a place to eat lunch, and break times with some friends if possible – Green Room and Reflection Room</i></li> <li>• <i>An acceptance of some lateness, due to morning struggles, but being allowed to begin the day on a positive note.</i></li> <li>• <i>A reduced timetable with very gradual increases of timetable, perhaps with reduced subjects or a flexible time table, and allowing reductions again when necessary.</i></li> <li>• <i>An alternative curriculum,</i></li> </ul>	<p>All</p>

	<ul style="list-style-type: none"> <li>• Support to catch up with subjects missed through absences.</li> <li>• Recognition of their strengths and building on them.</li> <li>• Encouraging them to participate in the parts of school they enjoy.</li> </ul>	
<p><i>Trainee Heads of year 7 @ 1,500 per year</i></p> <p><i>Year 7 – 1</i></p> <p><i>Year 8 – 2</i></p> <p><i>Year 9 - 1</i></p> <p><i>Year 10 – 2</i></p> <p><i>Year 11 – 1</i></p> <p><i>Cost: £10,500</i></p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p> <p>From past analysis, we know that our Trainee Heads of Year have a considerable impact on the disadvantaged cohorts. Assistant Heads of Year work with the disadvantaged cohorts to build strong relationships at home and at school, organise intervention and mentoring and to ensure needs are met. They encourage participation and work proactively to build confidence in their cohorts.</p>	All
<p><i>Literacy £500</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Simple_View_of_Reading.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Simple_View_of_Reading.pdf</a></p> <p><a href="https://researchschool.org.uk/durrington/news/disciplinary-literacy-1">https://researchschool.org.uk/durrington/news/disciplinary-literacy-1</a></p> <p><b>Training</b></p> <ul style="list-style-type: none"> <li>• Literacy co-Ordinator to purchase - Catch Up Your Code: Teacher's Support Book - £50 <a href="https://shop.scholastic.co.uk/products/137438">https://shop.scholastic.co.uk/products/137438</a></li> <li>• Training and free webinar will need to attend for roll out of The Day a differentiated</li> </ul>	1,5

	<p>current affairs resources for all abilities. <a href="https://theday.co.uk/logged-out/">https://theday.co.uk/logged-out/</a></p> <ul style="list-style-type: none"> <li>• INSET – March 2022 Teaching and Learning Briefing</li> <li>• Initial relaunch of literacy programme following COVID – INSET to all staff on what we all can do to tackle word poverty and encourage the use of disciplinary literacy to look at what is shared and what is subject specific.</li> </ul> <p><i>‘an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support’ and goes on to explain that ‘all teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects’.</i></p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ [46,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Literacy Plan</i> £5000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Simple_View_of_Reading.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Simple_View_of_Reading.pdf</a></p> <p><a href="https://researchschool.org.uk/durrington/news/disciplinary-literacy-1">https://researchschool.org.uk/durrington/news/disciplinary-literacy-1</a></p> <p><b><u>LiteracySupport Plan</u></b></p> <ul style="list-style-type: none"> <li>• Continue with Accelerated Reader Years 7,8</li> <li>• DEAR -Lessons in year 7,8</li> <li>• Reading Buddies a mentoring programme for year 10 to support year 7/8</li> <li>• Literacy group – part fund Lexia – to support grammar</li> <li>• Fund Author visits seminars</li> <li>• Fund theatre trips</li> <li>• Fund purchase of books starting with year 7 for Tutor Time reading and book group – (whole cohort initiative that we will Purchase of a year’s subscription to “The Day” £1,200</li> </ul> <p><a href="https://theday.co.uk/logged-out/">https://theday.co.uk/logged-out/</a></p>	<p>5,1</p>
<p><i>Numeracy Intervention - Numicon</i></p>	<p>This is a programme of additional sessions for small groups, focusing on key elements of the Primary maths curriculum for pupils not meeting age-related expectations in Upper Key Stage 2</p>	<p>1,4</p>

<p><i>£1000</i></p>	<p>or Key Stage 3 (aged 10 upwards), and laying the foundation for success at Secondary level as well as in end-of-Primary assessments.</p> <p><i>EEF –</i></p> <p>Numicon is an approach to teaching maths that helps students to see connections between numbers. It supports your child as they learn early maths skills in nursery and primary school. It is a <b>multi-sensory</b> way of learning, which means that the child learns by seeing and feeling. Physical resources like the colourful <b>Numicon Shapes</b> are an important part of Numicon. The holes in the Numicon Shapes represent the numbers 1 to 10. When they are arranged in order, as in the picture below, children can easily see connections between numbers, such as ‘one more’ or ‘one less’.</p> <p>Education Endowment Foundation’s “Improving Mathematics” in Key Stage 2 and 3 emphasises how the use of manipulatives and representation is important across all year groups. Numicon is a manipulative which can be used to support the understanding of Key Stage 3 mathematical concepts.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</a></p>	
<p><i>121 tuition mathematics</i> £10,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>In hours and out of hours support from maths LSA team</p> <p>In hours support from Math Tutor – based in the Green room running 121 and in Maths working with small groups /121</p> <p>Maths Mentoring – Free lead by 6<sup>th</sup> Form each Thursday</p>	<p>1,4</p>
<p><i>121 Tuition English</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,5</p>

<p>£5000</p>	<p>Some 121 tuition from external provider alongside the school lead tutoring being run by the English Department</p>	
<p><i>Extending the school day to enable additional learning/ catchup programme sessions running 8.00 am before school/ at 3.15 and some remote learning in the evenings via teams</i> £15,000</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <ol style="list-style-type: none"> <li>1. Programmes that extend school time have a positive impact on average but are expensive and may not be cost-effective for schools to implement. Schools will also need to consider the workload and wellbeing of their staff.</li> <li>2. Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</li> <li>3. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</li> <li>4. Additional school time may be more effective if it is used for one-to-one support, in contrast to small or large group teaching.</li> </ol>	<p>1</p>
<p><i>School lead tutoring</i> £10,000+</p>	<p>We have 12 members of staff signed up for school Led tutoring In Science, English, Mathematics , MFL and Geography Priority is going to year 11 /Year 10 students although all of those requiring support in the Green Room can benefit from some additional support</p> <p>EEF – Small group tuition +4 Months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>3. One to one tuition and small group tuition are both effective interventions. However, the</li> </ol>	<p>1</p>

	<p>cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.</p>	
<p><i>Academic mentoring – Peer Lead Non Costed</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:</p> <ul style="list-style-type: none"> <li>• fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger;</li> <li>• reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.</li> </ul> <p>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p><b>Key findings</b></p> <ol style="list-style-type: none"> <li>1. Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</li> <li>2. Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material.</li> <li>3. Training for staff and tutors is essential for success. It is crucial to allocate sufficient time to train both staff and tutors, to ensure training provides structure to the tutoring, and to identify and implement improvements as the programme progresses.</li> <li>4. Four to ten week intensive blocks with regular sessions (4–5 times a week) appear to provide maximum impact for both tutors and tutees.</li> </ol>	<p>1,2,3,4,5</p>



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

Budgeted cost: £ [45,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons £5000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 2
Trips and educational Visits Activities Days Morwell Zoo/Thorpe Park/Kew/Ski Trips/ £15,000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2
THOY – see Teaching Section	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
D of E – payment of fees/expenses etc £500	<a href="https://educationendowmentfoundation.org.uk/news/eef-and-cabinet-office-to-evaluate-link-between-youth-social-action-and-edu">https://educationendowmentfoundation.org.uk/news/eef-and-cabinet-office-to-evaluate-link-between-youth-social-action-and-edu</a> <a href="https://educationendowmentfoundation.org.uk/news/eef-and-cabinet-office-to-evaluate-link-between-youth-social-action-and-edu">Impact of the DofE - The Duke of Edinburgh's Award</a>	2,3
Leadership – Leaderships tops purchased	<a href="https://educationendowmentfoundation.org.uk/news/eef-and-cabinet-office-to-evaluate-link-between-youth-social-action-and-edu">https://educationendowmentfoundation.org.uk/news/eef-and-cabinet-</a>	2,3

	<a href="#">office-to-evaluate-link-between-youth-social-action-and-edu</a>	
<p>Basic Needs:          Help with uniform /PE kits/coats shoes          Lockers and padlocks          Breakfast Club          Transport costs          Equipment          £5000</p>	<a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a>	2,3
<p>Study Packs and Revision Materials          £2,500</p>	Equality of access to learning materials – purchased by non PP pupils	1,2
<p>Inclusion &amp; Cultural Capitol – Equality of access -          Prom/ Yearbook/hoodies          £500</p>	Inclusion & Cultural Capitol – Equality of access - not an incentive driven expenditure	2,3
<p>Ingredients for Food          £1000</p>	Equality of access to curriculum	3,2
<p>Mentoring          Non costed</p>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,2,3,4,5
<p>Summer School          £15000</p>	<a href="https://www.piggottschool.org/attachments/download.asp?file=5063&amp;type=pdf">https://www.piggottschool.org/attachments/download.asp?file=5063&amp;type=pdf</a> <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>	1,2,3,

**Total budgeted cost: £ 130,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Indicator	Year	Disadvantaged Pupils National	Other Pupils National	The Piggott School Disadvantaged Pupils	The Piggott School Non -Disadvantaged
<b>Attainment 8</b>	2021	No Data Available	No Data Available	37.89	63.98
	2020	No Data Available	No Data Available	50.23	63.78
	2019	38.6	50.0	45.04	61.03
	2018	38.2	50.6	53.26	59.02
	2017	38.6	50.5	41.13	59.55
<b>5 Year Av</b>				<b>45.51</b>	<b>61.47</b>
<b>Progress 8</b>	2021	No Data Available	No Data Available	-0.06	+1.15
	2020	No Data Available	No Data Available	+0.49 ( CAGs)	+1.26
	2019	-0.45	+0.10	+0.33	+0.97
	2018	-0.40	0.13	+0.61	+0.78
	2017	-0.33	0.12	+0.21	+0.94
<b>5 Year Av</b>				<b>+0.31</b>	<b>+1.02</b>

## Year 11 (2020/2021) Actual Results

PP

### Pupils

● 22 Pupils ● 11 Boys ● 11 Girls

### Baccalaureate

3

3 Pupils Entered - 13.64%

**4.55%**  
Standard Pass  
1/22

**0%**  
Strong Pass  
0/22

### Baccalaureate Subjects

	Eng	Ma	Sci	Hums	Lang
<b>Entries</b>	20	21	21	14	3
	91%	95%	95%	64%	14%
<b>Standard</b>	12	14	9	8	1
	55%	64%	41%	36%	5%
<b>Strong</b>	7	4	1	3	0
	32%	18%	5%	14%	0%

### Summary

**2.83   -0.37   0.31   -1.61**

**APS   Sci VA   Hums VA   Lang VA**

### English

Entries	9 to 7	9 to 5	9 to 4	
21	1	7	12	
<b>Pupils</b>	95.45%	4.55%	31.82%	54.55%
<b>Entries</b>	-	4.76%	33.33%	57.14%

### Maths

Entries	9 to 7	9 to 5	9 to 4	
21	0	4	14	
<b>Pupils</b>	95.45%	0.00%	18.18%	63.64%
<b>Entries</b>	-	0.00%	19.05%	66.67%

### Science

	Entries	Pupils	Entries
<b>1 Science</b>	21	95.45%	-
Grade 4+	9	40.91%	42.86%
<b>2 Sciences</b>	21	95.45%	-
Grade 4+	9	40.91%	42.86%
<b>3 Sciences</b>	1	4.55%	-
Grade 4+	1	4.55%	100.00%
<b>Bio/Chem/Phys</b>	0	0.00%	-
Grade 4+	0	0.00%	0.00%

### MFL

	Entries	Pupils	Entries
<b>1 MFL Entry</b>	3	13.64%	-
Grade 4+	1	4.55%	33.33%
<b>2 MFL Entries</b>	0	0.00%	-
Grade 4+	0	0.00%	0.00%

### English & Maths Threshold

Both Subjects	55%	23%	English Only
	<5 12	5 5+	
	<4 4	3 4+	
18%		14%	
Maths Only	23%	41%	Both Subjects
	4+ 5	9 4+	
	5+ 2	2 5+	
9%		9%	

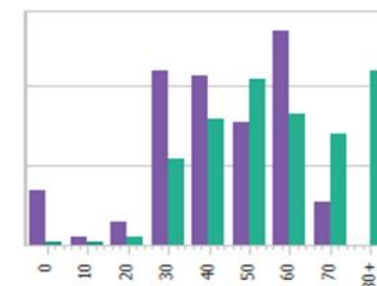
21 Pupils Entered - 95.45%

### Entries

<b>9 to 8 - inc A*'s</b>	(0.56%)
1	
<b>9 to 7 - inc A*-A</b>	(6.18%)
11	
<b>9 to 5 - inc A*-B</b>	(29.21%)
52	
<b>9 to 5 - inc A*-C</b>	(31.46%)
56	
<b>9 to 4 - inc A*-C</b>	(62.36%)
111	
<b>Total</b>	<b>Average</b>
178.00	8.09

### Progress 8

■ A8Estimate ■ A8Actual



	A8	P8
English	7.64	-0.47
Maths	7.09	-0.06
EBacc	9.45	-0.43
Other	13.7	+0.58
<b>Overall</b>	<b>37.89</b>	<b>-0.06</b>

**Filled Slots** 15 68.18%

### Performance

	Pupils	Percent
<b>5 A* to C</b>	12	54.55%
Inc EnMa (4+)	9	40.91%
Inc EnMa (5+)	2	9.09%
<b>5 Grade 5+</b>	6	27.27%
Inc EnMa	2	9.09%

	2015	2016	2017	2018	2019	National Other 2019	2020 Results ( CAGs)	2021 Results TAGs
Progress 8	-0.25	+0.26	+ 0.21	+0.61	+0.33	+0.13 Nat Disadvantaged – – 0.45	+0.49	-0.06
Attainment 8	43.67	47.89	42.13	53.26	45.04	50.3	50.23	37.89
English and Maths Threshold 4+/5+	55%/NA	53% N/A		71%/47%	57%/36%	69% 50%	84% 48%	41% 9%
EBac % gained	0	12%	12%	29% Standard 17.8% Strong	14% Standard 14% Strong	29%	25% Standard 22% Strong	13% 0%
EBac–c Entries	17%	12%		35%	42%	45%	29%	13%
English % 4+	50%	53%	89%	88%	64%		90%	57%
Maths %4+	83%	82%	77%	82%	85%		83%	66%
English %5+			87 %	64%	57%		58%	33%
Maths %5+			33%	64%	50%		54%	20%
5A*-C English and Maths	42%	53%	87%	70%	57%		70%	54%

**Attendance Data 2020 – 21**

		<b>Pupils in group</b>	<b>Attendances</b>	<b>Authorised Absences</b>	<b>Unauthorised Absences</b>
Year 7	Free School Meals	7	94.61	5.30	0.08
	No Free School Meals	200	97.25	2.47	0.28
	Pupil Premium	13	94.76	4.98	0.27
	Not Pupil Premium	194	97.32	2.40	0.28
Year 8	Free School Meals	10	90.39	8.43	1.18
	No Free School Meals	201	96.63	2.87	0.50
	Pupil Premium	16	92.24	6.90	0.85
	Not Pupil Premium	195	96.67	2.83	0.50
Year 9	Free School Meals	9	88.65	6.06	5.29
	No Free School Meals	199	95.69	3.55	0.75
	Pupil Premium	15	91.90	4.99	3.11
	Not Pupil Premium	193	95.67	3.56	0.77
Year 10	Free School Meals	9	95.81	3.69	0.50
	No Free School Meals	197	96.71	2.55	0.74
	Pupil Premium	13	96.42	3.09	0.48
	Not Pupil Premium	193	96.69	2.56	0.75
Year 11	Free School Meals	15	79.93	10.55	9.52
	No Free School Meals	191	93.45	5.67	0.88
	Pupil Premium	22	81.16	9.67	9.17
	Not Pupil Premium	184	93.76	5.61	0.63

**Destinations**

*All year 11 students either secured a placement at College or in our sixth form – careers sessions still ran remotely during lockdown*

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.

- **Which provisions are most effective in our setting?**

- Trainee Heads of Year this initiative has been running for several years. Each trainee head of year works with the pupil premium student and family to build strong relationships and provide early intervention. The Trainee Head of Year organises mentoring, intervention, addresses basic need barriers and promotes and encourages pupils to engage join trips and experiences.
- 121 /small group work – working with an external maths/English tutor who works in hours
- The blended learning catchup model – this was open to all students has provided an excellent template for catchup, intervention.
- Character building – summer school, trips, music lessons, D of E, activities day, residential trips.
- Digital learning – All Pupil Premium Students were able access remote learning through loan chromebooks/laptops
- Key Worker School – the most vulnerable students – especially in year 11 did attend key worker school during lockdown
- Mentoring – the student lead mentoring has traditionally been a very successful intervention – either via subject mentors or pastoral – we hope that COVID permitting we can start this – we usually have over 100 sixth form mentors working with years 7 – 11 as well as those who support at the Primary School

**Key Provisions for 2020 - 21 Included:**

- **Equality of Digital Access**
- All disadvantaged students were offered a loan Chromebook of laptop as well as a wireless router
- As part of the Catchup plan the school purchased GCSE pd and expanded Everleaner subscriptions in order to support home learning



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

- Key Worker School
- ASDA food Vouchers
- 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
- Chaplaincy support
- Behaviour Support
- Engagement Programmes – BCA, The Foundry

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

- Supported with Enrichment activities
- Supported with trips – Kew and Tall Ships did manage to happen!
- Provided Music Tuition – even in lockdown
- Run reward schemes – all PP Pupils were purchased a yearbook and Hoodie – sadly no Prom

### **• Removing Academic Barriers we provided**

- Equality of access to curriculum choices – we did not stream our students onto pathways that can predetermine choices – Music Lessons,

Funding for Art Materials, DT Materials and Food ingredients means that students have open access to all options

- 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
- Bespoke subject 121 including in Science and MFL
- After school support timetables for all year 11 pupils
- Revision packs
- Study Packs

**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)
- 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/ Reading University

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
GCSE Pod	GCSE Pod
Everlearner	Everlearner
Exampro	Exampro
Share Teach Learn	Share Teach Learn
The Day	The Day

### **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A