

Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	1871 All Through (1168 Year 7 – 11)																		
Proportion (%) of pupil premium eligible pupils	5.8% - Pupil Premium (83) 5.2% FSM (67) <table border="1"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>FSM</td> <td>17(6.75%)</td> <td>19(7.54%)</td> <td>11(4.7%)</td> <td>11(5.9%)</td> <td>9(4.67%)</td> </tr> <tr> <td>Pupil Premium</td> <td>18 (7.4%)</td> <td>22(8.7%)</td> <td>17(7.26%)</td> <td>13(6.02%)</td> <td>13(6.00%)</td> </tr> </tbody> </table>		Year 7	Year 8	Year 9	Year 10	Year 11	FSM	17(6.75%)	19(7.54%)	11(4.7%)	11(5.9%)	9(4.67%)	Pupil Premium	18 (7.4%)	22(8.7%)	17(7.26%)	13(6.02%)	13(6.00%)
	Year 7	Year 8	Year 9	Year 10	Year 11														
FSM	17(6.75%)	19(7.54%)	11(4.7%)	11(5.9%)	9(4.67%)														
Pupil Premium	18 (7.4%)	22(8.7%)	17(7.26%)	13(6.02%)	13(6.00%)														
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025																		
Date this statement was published	December 2023																		
Date on which it will be reviewed	September - December 2024																		
Statement authorised by	Mrs R Alexander (Interim 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	£88435 - Secondary
Recovery premium funding allocation this academic year	£18,496
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	£106,931

Part A: Pupil premium strategy plan

Statement of intent:

The Piggott School & The Pupil Premium

“I have come in order that you might have life - life in all its fullness.” John 10: 10

The Piggott School’s Christian Vision of “Go and do likewise” (Luke 10: 25 – 37) underpins 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 and allow all pupils to “live life in all its fullness. 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 to participate in the wide range of enrichment and character-building activities that the school provides.

We are equally proud that our progress 8 for disadvantaged students is an impressive + 0.27 compared to national non disadvantaged progress of +0.17 (National Disadvantaged is -0.57)

Over time our disadvantaged cohort has remained small, but it is generational. The proportion of Ever 6 has dropped significantly in the past 5 years with many families now on long term free school meals, due to complex home circumstances. In an area of low deprivation being “disadvantaged” brings its own challenges of fitting in. These issues of small but embedded disadvantaged are complex and are discussed in Mark Rowlands recent academic research in partnership with Buckinghamshire. [challenge-handbook-v2-1.pdf \(buckscc.gov.uk\)](https://www.buckscc.gov.uk/Challenge-Handbook-v2-1.pdf)

We will continue to build on what we know works alongside reviewing, refining, and embedding our key challenges. These priorities include:

Resilience/Academic

- To track, monitor and plan interventions for students.
- To build/embed student and teacher metacognition skills via tutor programmes /INSET/Activities days sessions.
- Reading gaps and therefore access to the curriculums is embedded and has widened since COVID. This gap is still evident in both scaled scores Reading ages and Cognitive ability tests.
- School led tuition - planning bespoke tuition for disadvantaged students – Maths / Reading and English with bespoke packages for RE/MFL /Science and Geography

- Yearly audit of digital needs – chrome books to be purchased as required for all pupil premium students. 4G routers to be distributed as required
- Peer on Peer academic mentoring

2 Wellbeing/ Resilience - To encourage all disadvantaged students to participate in school life in all of its fullness.

To encourage our students from disadvantaged backgrounds to engage with trips, activities, music lessons, extra and Co-curricular activities, residential, D of E, mentoring, school council, Year 7 summer school etc.

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 barriers to attendance discussed. Bespoke timetables created using the school's inclusion Hub including: The Green Room and The Quiet 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. We have built capacity to offer alternative provision for those who are either struggling to engage with school or attend school.

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><u>Resilience - Academic</u></p> <p>It is well documented that disadvantaged students nationally suffered disproportionately during COVID19. This is still impacting on academic progress/achievement/metacognition skills and in their mental wellbeing/robustness. The gap in attainment continues to filter through from primary with indication that the attainment gap in reading.</p> <p><i>“ Before the pandemic, the disadvantage gap index had reduced between 2011 and 2018 - indicating that the attainment gap between disadvantaged pupils and their peers was becoming smaller - before remaining at a similar level between 2018 and 2019. The index increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic had a greater impact on disadvantaged pupils</i></p> <p><u>Attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils. Attainment at the expected standard fell from 62% in 2022 to 60% in 2023 for disadvantaged pupils and from 80% to 78% for other pupils. Attainment had increased from 2019 to 2022 for other pupils, whilst it has now decreased back to 2019 levels. For the disadvantaged group, attainment had remained the same between 2019 and 2022, and has fallen in 2023.</u></p> <p><i>Attainment in writing and maths has increased for both groups since 2022. In writing, attainment rose from 55% to 58% for disadvantaged pupils and from 75% to 77% for other pupils. In maths, attainment rose from 56% to 59% for disadvantaged pupils and from 78% to 79% for other pupils.</i></p> <p><i>The disadvantage gap in 2023 is similar across subjects, ranging from 18 percentage points in reading and science to 20 percentage points in maths.</i></p>

In reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils, a difference of 22 percentage points. This is a decrease from 23 percentage points in 2022”

DfE 2023

“We know that the loss of learning during lockdown disproportionately affects children from disadvantaged groups. The digital divide, with too many students having no access to online learning, was just one reason that, despite the huge efforts of many teachers and support staff, more than two million children did hardly any learning during the first school shutdown. The result was not just a widening of attainment between private and state schools, but a burgeoning chasm between disadvantaged students and their better-off peers. Some figures suggest that pupils in certain year groups are now 15 to 22 months behind where they ordinarily would be.”

Lockdown, Poverty and the Disadvantaged Gap - Children’s Commissioner

In KS3 we continue to have the challenge of assessing catchup/gap 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. We have purchased and are now embedding the use of National Group Reading Tests (NGRT) to help us to better understand gaps in reading and organise targeted intervention.

We use School Lead Tutoring in mathematics and English to offer targeted academic support that we will be implementing.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>

In year data/PPEs will inform interventions in discussion with Heads of Key Stage and Assistant Heads of Year.

Recovery – Resilience and Wellbeing

To review our understanding and approach to metacognition we will look at the EEF guidance and then review what we already have in place with a view to running staff INSET /Twilight sessions

We also have activities in tutor time and in on activities days that support these skills

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

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>https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against_the_odds_report.pdf</p>
2	<p><u>Attendance</u></p> <p>http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/</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.</p> <p>Attendance for disadvantaged students is tracked on a weekly basis to allow for early intervention and support.</p> <p>We have relaunched the peer on peer mentoring programme that works across all year groups.</p>
3	<p><u>Literacy - “The Language Gap is the Gap”</u></p> <p><u>Word poverty</u></p> <p>https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/ Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p><i>Attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils. Attainment at the expected standard fell from 62% in 2022 to 60% in 2023 for disadvantaged pupils and from 80% to 78% for other pupils.</i></p> <p>Our challenge is to continue 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, and we strive to close this gap.</p>

<u>Current data</u>			
	Av Scaled scores S/ Cats PP	Av Scaled scores S/ Cats Non PP	Readings Ages /notes
Year 11	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 10	Vbl Cat 104	Vbl 108	11.5 (11.9 in the non PP cohort) 4/14 reading age 10 or below upon entry
Year 9	VBL Cat 92	108	4/5 weakest readers in year 7 are from disadvantaged backgrounds
Year 8	Reading 100.1	107.6	
Year 7	Reading 104 Av Scaled Score 104 Vbl Cat 98 Av CAS 96	Reading 107 Av Scaled Score 107 Vbl Cat 106 Av CAS 106.5	11.5 is the average reading age – 7 of the cohort are significantly below this
4 Alternative Provision	<p>From our attendance data/EWO meetings alongside regular pastoral meetings there is an emerging need to build alternative provision and support packages for our most vulnerable disadvantaged students who may require a more blended education package. These students can present with extreme anxiety and school phobic/school refusal traits. Whilst they may find support from CAMHs, Assist, Early Help etc their inability to attend school on a regular basis creates gaps in their learning/quality of education. It is our aim to investigate, plan and trial packages of support and reintegration that meets both the requirements of the DFE guidance and ensure a good quality of education for students.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf</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																								
Recovery /Academic	<p>Attainment /+ Progress FFT indicates</p> <table border="1" data-bbox="960 464 1892 805"> <thead> <tr> <th></th> <th>%4+ GCSE EM 50th/20th %</th> <th>%5+ GCSE EM 50th/20th %</th> <th>A8 20th %</th> </tr> </thead> <tbody> <tr> <td>Year 11 PP</td> <td>47/57</td> <td>29/19</td> <td>3.9 – 4.3 SATs</td> </tr> <tr> <td>Year 10 PP</td> <td>85/95</td> <td>47/59</td> <td>5.1 to 5.5 (CATS)</td> </tr> <tr> <td>Year 9 PP</td> <td>45/54</td> <td>24/32</td> <td>3.49 – 4.2 (CATS)</td> </tr> <tr> <td>Year 8 PP</td> <td>50/60</td> <td>26/34</td> <td>4.55 – 5.81</td> </tr> <tr> <td>Year 7 PP</td> <td>57/67</td> <td>29/39</td> <td>4.76 – 5.76</td> </tr> </tbody> </table> <p>Positive P8 score - or better than national non pp Destinations – to ensure that results obtained allow for disadvantaged students to take their next steps in education.</p>		%4+ GCSE EM 50th/20 th %	%5+ GCSE EM 50th/20 th %	A8 20 th %	Year 11 PP	47/57	29/19	3.9 – 4.3 SATs	Year 10 PP	85/95	47/59	5.1 to 5.5 (CATS)	Year 9 PP	45/54	24/32	3.49 – 4.2 (CATS)	Year 8 PP	50/60	26/34	4.55 – 5.81	Year 7 PP	57/67	29/39	4.76 – 5.76
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Year 7 PP	57/67	29/39	4.76 – 5.76																						
Recovery/ Resilience and Participation	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 % PAs falls – FSM tracks above national trends																								
Literacy	+ English VA % 4 + English %5+ English																								

	<p>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</p>
Alternative Provision	<p>Ensuring a good education for children who cannot attend school because of emotional and mental health needs</p> <p>Over the next 3 years we aim to investigate, quality assure and plan alternative provision, interventions and support for those struggling to attend school.</p> <p>Aims are to Improve attendance of most vulnerable PAs</p> <p>To build and develop onsite support</p> <p>To use the Intervention leads to support these students /conduct risk assessments and ½ termly visits</p> <p>Improve academic outcomes for the most vulnerable students</p>

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: £ 80,000 – mostly on staffing contributions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The Inclusion Hub Including the Green room/ Intervention room and Quiet Room – contribution of £20,000</i></p>	<ul style="list-style-type: none"> • The Green Room supports with all 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: http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/ • <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. 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> • <i>A leave card to allow a child to leave a class.</i> • <i>Adjustments of the timings of the day, depending on the needs of the child e.g.</i> • <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> 	<p>All</p>

	<ul style="list-style-type: none"> • An acceptance of some lateness, due to morning struggles, but being allowed to begin the day on a positive note. • A reduced timetable with very gradual increases of timetable, perhaps with reduced subjects or a flexible timetable, and allowing reductions again when necessary. • An alternative curriculum e.g ASDAN as required • Support to catch up with subjects missed through absences. • Recognition of their strengths and building on them. • Encouraging them to participate in the parts of school they enjoy. 	
<p>Assistant Heads of year 7 @ £2,200 per year Year 7 – 2 Year 8 – 1 Year 9 - 1 Year 10 – 2 Year 11 – 1</p> <p>Cost: £15,400</p>	<p>EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</p> <p>From past analysis, we know that our Assistant 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>KS3 & KS4 Targeted intervention Lead Contribution of 10,000 per lead £20,000</p>	<p>As a part of our recovery priority we have increased capacity within our pastoral teams to build in two additional roles on the same level as Head of Year. These experience pastoral leaders will take a lead on some of the bespoke interventions that we run to support the most vulnerable students - including Pupil Premium. These staff will:</p> <ul style="list-style-type: none"> • Co -ordinate mentoring (Peer to peer – we have around 100 + student mentors in the school) • Risk assess and review alternative provision/dual registration placements 	1,2,4

	<ul style="list-style-type: none"> • Conduct home visits for persistent absentees/school refusers • Plan bespoke education packages for the most vulnerable co-ordinating tuition, emotional support and reintegration 	
<p>We have also expanded our literacy support to include a member of staff to run and deliver 121 /small group interventions on Reading</p> <p>£25,000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Simple_View_of_Reading.pdf</p> <p>https://researchschool.org.uk/durrington/news/disciplinary-literacy-1</p> <p><u>The initial phase of launching Reading and Literacy has concluded – 2021 – 2023</u></p> <p><u>We now will focus on expanding our provision based on the literacy priorities of</u></p> <ul style="list-style-type: none"> • <i>Teaching and Learning Briefings - September & March 2023/4 review knowledge organisers /streamline key tier 3 word lists – Dyslexia/Literacy coach to work with departments across the year to look at how to teach key words – Starting with Science</i> • <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>1,3,4</p>

	<p>2023 – 24</p> <p>We aim to build on the progress that we made last year – see activities below</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Literacy Plan</i></p> <p><i>£10,000</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Simple View of Reading.pdf</p> <p>https://researchschool.org.uk/durrington/news/disciplinary-literacy-1</p> <ul style="list-style-type: none"> • Small group mentoring for KS3 students • Small group mentoring for EAL students 	<p>4,1,3</p>

- 1:1 reading mentoring for KS3 students with high needs, EHCPs or specific areas of focus
- 1:1 academic mentoring of KS4 and KS5 students to support with English GCSE/A Level
- Peer mentoring
- Reading Buddies programme – weekly reading mentoring of Year 7 and Year 8 pupils run by Year 10 and Year 12 students.
- Tutor time reading for Year 7 and Year 8 with linked theatre trips
- Books in KS3 and KS4 hubs
- Author visits
- Trips to Wokingham Library
Piggott Reading Challenge

Literacy Support Plan

Literacy 2022/2023 :

- Leading/Embedding disciplinary literacy – ongoing
- Reading for pleasure and wider reading – expanding trips and ongoing (Wicked and The Witches to support year 8 & Year 9 Book for all)
- Reading for learning – Reviewed during INSET
- Building vocabulary within the curriculum ongoing with additional support from dyslexia coach
- Wider writing and writing in subject disciplines – ongoing
- Talk for learning (oracy) – a focus for this year
- Managing literacy interventions
- Links to references and deeper reading

Actions include or continue to include

- DEAR -Lessons in year 7,8
- National Group Reading Tests (NGRT) to continue to identify weakest readers – 121

	<p>reading interventions to be planned for the weakest readers</p> <ul style="list-style-type: none"> • Reading Buddies, a mentoring programme for year 10 to support year 7/8 • Fund Author visits seminars /books for students • To fund theatre trips and a book for all Wicked and The Wizard of Oz for Year 7/The Witches /The national Theatre trip to see the witches – year 9 • Book Swap for all – to be launched – all PP students can have free Tutor Time reading book – and use book swap – supplies of books purchased • Reading Room – safe reading space to be developed for the most vulnerable – to create a space welcoming to all to read in/ a warm space for interventions • To remind staff of key elements of disciplinary literacy – including Reading and Writing within subject discipline’s 	
<p><i>121 tuition mathematics</i> £10,000 – School Led Tutoring</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • In hours and out of hours support from maths LSA team • In hours support from Math Tutor – based in the Green room running 121 and in Maths working with small groups /121 (School Led Tutoring) • Some out of Hours remote Tutoring – delivered by in inhouse maths teacher (School Led Tutoring) • Maths Mentoring – Free lead by 6th Form • LSA Maths Tuition team – before school sessions 	1,4
<p><i>121 Tuition /Reading</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	1,3,4

<p><i>English</i> (Already costed - £25,000)</p>	<p>toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • Reading and English tuition from in house support(see Literacy Plan) • Some 121 tuition from external provider alongside the school lead tutoring being run by the English Department 	
<p><i>School led tutoring</i> <i>Ebacc</i> <i>Science /MFL/GEOG</i> £3,000+</p>	<p>Before school support in French /Spanish and German is available Science is planning to run small group tuition sessions for Key Year 11 students Geography is looking to run some small group tuition sessions EEF – Small group tuition +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months’ additional progress over the course of a year. 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. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 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. 	1
<p><i>Academic mentoring – Peer Lead</i> <i>Non-Costed – however to be led by the KS3 &</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups</p>	1,2,3

<p><i>KS4 targeted Intervention lead</i></p>	<p>to provide each other with explicit teaching support, such as:</p> <ul style="list-style-type: none"> • 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. • reciprocal role tutoring, in which learners alternate between the role of tutor and tutee. <p>The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>Key findings</p> <ol style="list-style-type: none"> 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. 2. Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material. 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. 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. 	
<p><i>Alternative Provision £20,000</i></p>	<p>Therapeutic, academic and engagement support via alternative provision from providers such as :</p> <p>JAC, Raw Mentoring, Steps to Success, Academy 21, Go Carting and College placements at Activate Learning and BCA - we will evaluate and then when the 2024 study is completed by EEF refer to this.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</p>	

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

Budgeted cost: £ [40,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons £5000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2
Trips and educational Visits Activities Days Morwell Zoo/Thorpe Park/Kew/Ski Trips/ £15,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2
AHOY – see Teaching Section	EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)	1,2,3,4
D of E – payment of fees/expenses etc £1000	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	2,3

Leadership – Leaderships tops purchased £100	https://educationendowmentfoundation.org.uk/news/eef-and-cabinet-office-to-evaluate-link-between-youth-social-action-and-edu	2,3
Basic Needs: Help with uniform /PE kits/coats shoes Lockers and padlocks Breakfast Club Transport costs Equipment £10,000	https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	2,3
Study Packs and Revision Materials £2,500	Equality of access to learning materials – purchased by non PP pupils	1,2,
Inclusion & Cultural Capitol – Equality of access - Prom/ Yearbook/hoodies £500	Inclusion & Cultural Capitol – Equality of access - not an incentive driven expenditure	2,3
Ingredients for Food £500	Equality of access to curriculum	3,2
Mentoring Non costed	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,4,5
Summer School £5,000 See appendix	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1,2,3,

Total budgeted cost: £ 163,000

Part B: Review of outcomes in the previous academic year

3 Year Tends	All National	All Wokingham (1725)	Disadv Nat	Disadv Wokingham (270)	Non PP Nat	Non DP Wokingham	Piggott Non PP	Piggott PP
Average A8	46.2 (48.8) (46.8)	52.6 (54.8) (50.9)	34.9 (37.6) (36.7)	37 (36) (36)	50.2 (52.8) (50.3)	55 (57) (53)	59.5 63.5 60.9	49.9 (56.6) (43.5)
%5 En & Ma	45 (50) (43)	60 (62) (53)	25 (30) (25)	33 (29) (24)	52 (57) (50)	64 (66) (57)	71 (82) (72)	42 (69) (36)
Average P8	0	0.38 (0.32) (0.25)	-0.57 (-0.55) (-0.45)	-0.43 (-0.64) (-0.53)	0.17 (0.16) (0.13)	0.51 (0.46) (0.38)	0.82 0.85 (0.96)	+0.27 (+0.87) (+0.20)

Pupils

Custom: Pupil Premium/Disadvantaged

12 Pupils 7 Boys 5 Girls

Baccalaureate

5 Pupils Entered - 41.67%

16.67% Standard 2/12

0.00% Strong 0/12

Subject Breakdown

	Eng	Ma	Sci	Hums	Lang
Entries	12	12	12	11	6
	100%	100%	100%	92%	50%
Standard	9	10	10	8	4
	75%	83%	83%	67%	33%
Strong	5	10	5	5	2
	42%	83%	42%	42%	17%

Summary

4.21	0.01	0.11	0.33
APS	Sci VA	Hums VA	Lang VA

English

	Entries	9 to 7	9 to 5	9 to 4
Pupils	12	2	5	9
	100.00%	16.67%	41.67%	75.00%
Entries	-	16.67%	41.67%	75.00%

Maths

	Entries	9 to 7	9 to 5	9 to 4
Pupils	12	1	10	10
	100.00%	8.33%	83.33%	83.33%
Entries	-	8.33%	83.33%	83.33%

Science

	Entries	Pupils	Entries
1 Science Entry	12	100.00%	-
Grade 9-4	10	83.33%	83.33%
2 Science Entries	12	100.00%	-
Grade 9-4	10	83.33%	83.33%
3 Science Entries	2	16.67%	-
Grade 9-4	2	16.67%	100.00%
Bio / Chem / Phys	1	8.33%	-
Grade 9-4	1	8.33%	100.00%

MFL

	Entries	Pupils	Entries
1 MFL Entry	6	50.00%	-
Grade 9-4	4	33.33%	66.67%
2 MFL Entries	1	8.33%	-
Grade 9-4	1	8.33%	100.00%

English & Maths Threshold

Both Subjects	17%	0%	English Only
	<5	5+	
	2	0	
	<4	0	
	17%	0%	
Maths Only	8%	75%	Both Subjects
	4+	4+	
	1	9	
	5+	5	
	42%	42%	

12 Pupils Entered in Both - 100.00%

Entries

9 to 8 - inc A*'s	(12.61%)
14	
9 to 7 - inc A*-A	(19.82%)
22	
9 to 5 - inc A*-B	(53.15%)
59	
9 to 5 - inc A*-C	(54.95%)
61	
9 to 4 - inc A*-C	(77.48%)
86	
Total	111.00
Average	9.25

Progress 8

	A8	P8
English	9.17	-0.48
Maths	10.17	+0.43
EBacc	14.42	+0.29
Other	15.75	+0.5
Overall	49.5	+0.23
Filled Slots	12	100%

Performance

	Pupils	Percent
5 A* to C	10	83.33%
Inc EnMa 4+	9	75.00%
Inc EnMa 5+	5	41.67%
5 Grade 5+	7	58.33%
Inc EnMa	5	41.67%

The Progress 8 Estimates are based on the 2023 Provisional Estimates

Pupils

Custom: FSM

10 Pupils 6 Boys 4 Girls

Baccalaureate

4 Pupils Entered - 40.00%

10.00% Standard 1/10

0.00% Strong 0/10

Subject Breakdown

	Eng	Ma	Sci	Hums	Lang
Entries	10	10	10	9	5
	100%	100%	100%	90%	50%
Standard	8	9	9	7	3
	80%	90%	90%	70%	30%
Strong	4	9	5	4	2
	40%	90%	50%	40%	20%

Summary

4.37	0.04	0.11	0.43
APS	Sci VA	Hums VA	Lang VA

English

	Entries	9 to 7	9 to 5	9 to 4
	10	2	4	8
Pupils	100.00%	20.00%	40.00%	80.00%
Entries	-	20.00%	40.00%	80.00%

Maths

	Entries	9 to 7	9 to 5	9 to 4
	10	1	9	9
Pupils	100.00%	10.00%	90.00%	90.00%
Entries	-	10.00%	90.00%	90.00%

Science

	Entries	Pupils	Entries
1 Science Entry	10	100.00%	-
Grade 9-4	9	90.00%	90.00%
2 Science Entries	10	100.00%	-
Grade 9-4	9	90.00%	90.00%
3 Science Entries	2	20.00%	-
Grade 9-4	2	20.00%	100.00%
Bio / Chem / Phys	1	10.00%	-
Grade 9-4	1	10.00%	100.00%

MFL

	Entries	Pupils	Entries
1 MFL Entry	5	50.00%	-
Grade 9-4	3	30.00%	60.00%
2 MFL Entries	1	10.00%	-
Grade 9-4	1	10.00%	100.00%

English & Maths Threshold

	Both Subjects	English Only
10%	<5 1	0 5+
10%	<4 1	0 4+
10%	4+ 1	8 4+
50%	5+ 5	4 5+
80%	8 4+	4 5+
40%	4 5+	5 5+

10 Pupils Entered in Both - 100.00%

Entries

9 to 8 - inc A*s	(15.05%)
9 to 7 - inc A*-A	(23.66%)
9 to 5 - inc A*-B	(54.84%)
9 to 5 - inc A*-C	(56.99%)
9 to 4 - inc A*-C	(81.72%)
Total	93.00
Average	9.30

Progress 8

	A8	P8
English	9.4	-0.53
Maths	10.6	+0.44
EBacc	15.2	+0.34
Other	16.45	+0.56
Overall	51.65	+0.25
Filled Slots	10	100%

Performance

	Pupils	Percent
5 A* to C	9	90.00%
Inc EnMa 4+	8	80.00%
Inc EnMa 5+	4	40.00%
5 Grade 5+	6	60.00%
Inc EnMa	4	40.00%

The Progress 8 Estimates are based on the 2023 Provisional Estimates

Disadvantaged pupils

Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

You can compare the pupils' results with the performance of non-disadvantaged pupils at state-funded schools at local authority and national level.

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	12	1725	447564
P8 score & CI	0.27 (-0.53 to 1.07)	0.51	0.17
A8 score	49.9	55	50.2
English & maths at grade 5+	42%	64%	52%
English & maths at grade 4+	75%	82%	73%
EBacc at grade 5+	0%	27%	20%
EBacc at grade 4+	17%	36%	28%
Entering EBacc	42%	50%	43%
EBacc Average Point Score (APS)	4.28	4.94	4.43
In education or employed for 2 terms after KS4 (2021 school leavers)	SUPP	97%	96%
Exam entries per pupil, all KS4 quals	9.3	8.7	8.2
Exam entries per pupil GCSEs	8.9	8.4	7.6

Year Group 7

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	20	82.80	11.96	5.24
No Free School Meals	235	96.11	3.65	0.24
Pupil Premium	24	85.14	10.50	4.36
Not Pupil Premium	231	96.11	3.65	0.24

Year Group 8

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	10	90.98	6.88	2.14
No Free School Meals	223	94.72	4.52	0.76
Pupil Premium	18	92.38	5.97	1.64
Not Pupil Premium	215	94.75	4.50	0.75

**Year
Group 9**

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	12	77.60	14.77	7.63
No Free School Meals	204	94.63	5.05	0.32
Pupil Premium	15	80.02	13.46	6.52
Not Pupil Premium	201	94.70	5.00	0.29

Year Group 10

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	9	81.79	9.39	8.82
No Free School Meals	204	93.34	5.54	1.11
Pupil Premium	12	84.55	8.52	6.93
Not Pupil Premium	201	93.35	5.54	1.11

Year Group 11 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	10	88.57	6.93	4.51
No Free School Meals	194	92.37	6.54	1.09
Pupil Premium	13	87.74	8.42	3.85
Not Pupil Premium	191	92.49	6.43	1.08

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 re-launched this successfully last year with over 100 sixth form mentors working with years 7 – 11 as well as those who support at the Primary School
- We also relaunched the Year 9/10 reading buddies programme with DofE students volunteering to listen to younger students in year 7/8 read

Key Provisions for 2022 – 23 Included:

- **Equality of Digital Access**
- All disadvantaged students were offered a loan Chromebook of laptop as well as a wireless router

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
 - Chaplaincy support
 - Behaviour Support
 - Engagement Programmes – BCA, The Foundry
- **Removing Barriers to Inclusion – Building Character and Cultural Capital**
 - Supported with Enrichment activities.
 - Summer School for Year 6 into 7 pupils
 - 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 as well as a relaunched Prom after the examination period ended !

- **Removing Academic Barriers, we provided**

- Whole school catch up
- Peer Academic Mentoring
- School led Tutoring – Science, Maths, English, MFL
- 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 1st teaching with a focus on quality targeted feedback
- KS3 Literacy support – Accelerated Reader (to be replaced concerns re accuracy of Reading Age) 6th form subject mentors & Reading Buddies
- One-to-one or small group English tuition
- One-to-one or small group Mathematics tuition
- 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)
- Activities Days with external speakers – talks from Universities
- Signposting to STEM pathways
- Signposting to Ebacc options – Including Mandarin
- Funding provided for trips and exchanges including Tall Ships/Kew /Ski trips
- Double Language option pathways
- 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

Programme	Provider
Everlearner	Everlearner
Exampro	Exampro
Share Teach Learn	Share Teach Learn
The Day	The Day