

Pupil Premium, LAC & Service Children Provision – Disadvantaged Students

2016-17 numbers

	DP – ALL	% of cohort	FSM	LAC	SEN	EAL	More and Most Able	Services
Year 7	21	10%	11 (52%)	0	9 (42%)	2 (9%)	0	0
Year 8	23	11%	7 (30%)	0	7 (30%)	1	0	0
Year 9	17	8%	5 (29%)	0	9 (52%)	0	1	0
Year 10	20	11%	5 (25%)	1 (5%)	4 (20%)	2 (10%)	1 (5%)	0
Year 11	10	5%	1 (10%)	2 (20%)	6 (60%)	2 (20%)	0	0
Totals	91	9%	29 (31%)	3 (3%)	35 (38%)	7 (7%)	2 (2%)	0
Year 12	12	6%	5 (3%)	0	2 (1%)	0	0	1
Year 13	9	6%	3 (2%)	0	2 (1%)	0	0	0

The Piggott School & The Pupil Premium

The Piggott School’s values 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.

Full details of the support that we offer can be seen in the 2016-17 Action and Impact Plan.

How are we measuring the impact of the pupil premium?

The Impact of our interventions is measured across a range of criteria. Our benchmarks are Attendance, Inclusion, Destinations and Pupil Progress. We refer to the Education Endowment Fund whilst planning interventions as well as using our own knowledge of each cohort. Our numbers of pupils in receipt of the Pupil Premium are relatively small, therefore each cohort needs a unique support package. Impacts and Interventions are assessed on a weekly basis at Intervention group , they are reviewed by the Senior Team and Governing Body .

For detailed analysis of the Impact of last year’s Interventions please refer to the Action and Impact Plan Review 2015 - 2016

Attendance

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

OFSTED Inspection Dashboard 2014, 2015

A measure of a pupil’s engagement is attendance. Attendance at the Piggott School is significantly positive when compared to national trends. This is evident across all cohorts.

Attendance 2015 – 16	Disadvantaged	Non Disadvantaged
Year 7	95.6%	98%
Year 8	94%	97%
Year 9	94%	96%
Year 10	80%* (94% excluding 2)	96%
Year 11	93%	95%
National Data	92%	95%

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 2% of the schools fixed term exclusions. This is significantly lower than national data where 16% of the Disadvantaged cohort has fixed term exclusions.

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 available for those on vocational pathways in KS4 and work experience is available 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. Last year support all pupils attended the Wokingham careers fair. For intensive support we used the Transitions programme.

For the more and most able the school we work with Wellington College

Destinations are tracked at Key Stage 4 & 5

44% of the previous year 11 cohort were retained into the 6th form with all remaining other DP pupils having secured appropriate college placements at either BCA, Henley or Reading College.

Pupil Progress

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

OFSTED Inspection Dashboard 2015

Bespoke support is available for disadvantaged pupils of all abilities from the lower attaining to the more and most able. To this end we see progress as the key measure impact.

In 2016 our year 11 gap data show how well our disadvantaged pupil's progress compared to National non disadvantaged pupils. In mathematics our disadvantaged cohort outperformed the National averages in both attainment and progress. Attainment in English also outperformed national averages.

Our estimated progress 8 score for disadvantaged pupils is +0.45 showing that this positive progress is reflected across subjects.

Pupil Premium - Headline Trends	2014	2015	2016
Expected Progress English (dp Piggott)	59%	75%	83%
Expected Progress English (national non dp)	75%	74%	74%*
Gap	-17%	-1%	+9%
Expected Progress Maths (dp Piggott)	68%	83%	89%
Expected Progress Maths (national non dp)	71%	72%	72%*
Gap	-3%	+11%	+17%
%A*-C English (Piggott dp)	50%	56%	77%
%A*-C English (national non dp)	63%	63%	63%*
Gap	-13%	-7%	+14%
%A*-C Mathematics (Piggott dp)	77%	83%	78%
%A*-C Mathematics (national non dp)	62%	63%	63%*
Gap	+15%	+20%	+15%
Ebbacc % Entry	N/A	13%	27%
Ebbacc % of cohort attained	N/A	4%	11%

Progress 8	N/A	-0.25	+0.26
Attainment 8	N/A	4.37	4.78
%5A*-C Including English & Maths (Piggott dp)	32%	42%	50%
%5A*-C Including English & Maths (national non dp)	62%	63%	63%
Gap	-30%	-21%	-13%

Key Provisions for 2015 - 2016 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 pupils have a mentor these can be 6th formers, LSA, or Teaching staff
- A Small bespoke nurture tutor group (Green Room)

Removing Barriers to Inclusion

- 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 1st teaching with a focus on quality targeted feedback
- KS3 Literacy support – Accelerated Reader, 6th 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 6th form mentors

- English support programme
- Maths support Programme

To remove barriers of Low Aspiration we provided

- IAG (a range of support with developing aspiration and planning careers)
- Transition group – intensive guidance
- 121 careers support form “in house” specialist
- Bespoke visits to local colleges
- Workshops from ex pupils in hair and beauty

Areas for development

- Newly appointed Trainee Heads Of Year (one per year group)
- Twice yearly surveys of disadvantaged pupils needs
- 3 weekly tracking of disadvantaged pupils progress
- Reformed GCSEs – the challenge of grade 5
- Department intervention and department representation at Intervention group
- Literacy in KS3 - the gaps are growing at KS2 - how do we close them ?
- More effective deployment of LSA ‘s – especially in mentoring
- Pixl diagnostics and therapy to target marginal pupils across departments
- 6th Form subject mentor scheme
- Homework support in Key Stage 3 – to be run by KS3
- Bespoke curriculums – ECDL, GCSE Photography in KS4 – Health and Social Care L2?
- Feedback – the new PSHE/DIRT/FIT programme in years 7-10 aims to build skills in metacognition and learning to learn skills.
- EAL support for all DP pupils - (JC)

- **Which provisions are most effective?**

- High quality 1st teaching
- Bespoke plans with timely 121 or other intervention to support/remove barrier to progress
- English Support Plan
- Maths Support Plan
- Department Support plan

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.