

## Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	1832 All Through (1114 Year 7 – 11)																		
Proportion (%) of pupil premium eligible pupils	6.6% - Pupil Premium (74) 4.9% FSM (55) <table border="1" data-bbox="1108 774 2078 1002"> <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>18(7.14%)</td> <td>8 (3.4%)</td> <td>11(5.15%)</td> <td>9 (4.21%)</td> <td>10(4.93%)</td> </tr> <tr> <td>Pupil Premium</td> <td>21 (8.3%)</td> <td>15(6.49%)</td> <td>14(6.45%)</td> <td>11(5.14%)</td> <td>13(6.40%)</td> </tr> </tbody> </table>		Year 7	Year 8	Year 9	Year 10	Year 11	FSM	18(7.14%)	8 (3.4%)	11(5.15%)	9 (4.21%)	10(4.93%)	Pupil Premium	21 (8.3%)	15(6.49%)	14(6.45%)	11(5.14%)	13(6.40%)
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FSM	18(7.14%)	8 (3.4%)	11(5.15%)	9 (4.21%)	10(4.93%)														
Pupil Premium	21 (8.3%)	15(6.49%)	14(6.45%)	11(5.14%)	13(6.40%)														
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2025																		
Date this statement was published	October 2022																		
Date on which it will be reviewed	September 2023																		
Statement authorised by	Mr D Gray (Executive 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	£73, 230 - Secondary
Recovery premium funding allocation this academic year	£12,500 (Approx.)
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	£85,730

## 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 “ive 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 proud this year that nine of our previously disadvantaged students left our sixth form this with university placements including Durham, Bristol, Birmingham, and Reading.

We are equally proud that our progress 8 for both disadvantaged students and non-disadvantaged students is the same at an impressive + 0.87

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

#### **1. Recovery from COVID**

**There will continue to be two strands to this:**

#### **1. Academic support**

- Reading gaps and therefore access to the curriculums is growing according to the data from KS2 scaled scores this year.
- School led tuition - planning bespoke tuition for disadvantaged students
- Planning cohort wide school funded tuition
- Plan most effective use of NTP support ( depending on availability and suitability of provision)
- 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. To Build Wellbeing and 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 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 KS4 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 data-bbox="331 608 607 635"><b><u>Recovery - Academic</u></b></p> <p data-bbox="331 703 2130 810">It is well documented that disadvantaged students nationally suffered disproportionately during COVID19. This is seen both in their academic progress/achievement 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 data-bbox="331 826 1592 858"><a href="https://www.tes.com/magazine/news/primary/sats-2022-disadvantage-gap-ks2-primary-schools">https://www.tes.com/magazine/news/primary/sats-2022-disadvantage-gap-ks2-primary-schools</a></p> <p data-bbox="331 911 875 943"><b><i>The widest disadvantage gap in 10 years</i></b></p> <p data-bbox="331 986 2152 1050"><i>The disadvantage gap index rose to 3.21 in 2022, up from 2.91 in 2019. It is the highest figure since 2012, when the gap was 3.23. Since 2012 the gap had continued to shrink year on year.</i></p> <p data-bbox="331 1086 1637 1118"><i>The disadvantage gap index summarises the attainment gap between disadvantaged pupils and all other pupils.</i></p> <p data-bbox="331 1155 2141 1219"><i>The Department for Education has suggested that this year's figures show that "the disruption to learning during the Covid-19 pandemic has had a greater impact on disadvantaged pupils".</i></p> <p data-bbox="331 1256 2152 1319"><i>The proportion of disadvantaged pupils reaching the expected standard in all of reading, writing and maths fell to 43 per cent in 2022, compared with 51 per cent in 2019 - representing an 8-percentage point decrease.</i></p> <p data-bbox="331 1356 1391 1388"><i>The proportion of all other pupils reaching the expected standard this year was 65 per cent.</i></p>

	<p>TES</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. We have purchased the National Group Reading Tests ( NGRT) to help us to better understand gaps in reading.</p> <p>Our 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 Assistant Heads of Year.</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><b><u>Recovery – Resilience and Wellbeing</u></b></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>
2	<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. We have relaunched the peer on peer mentoring programme that works across all year groups.</p>

3	<p><b><u>Literacy</u></b>  <b><u>Word poverty</u></b>  <a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p> <p>“The proportion of disadvantaged pupils reaching the expected standard in all of reading, writing and maths fell to 43 per cent in 2022, compared with 51 per cent in 2019 - representing an 8-percentage point decrease.</p> <p>The proportion of all other pupils reaching the expected standard this year was 65 per cent.” TES article on the growing gap</p> <p>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 and we strive to close this gap.</p> <p><b><u>Current data</u></b></p> <table border="1" data-bbox="324 874 2094 1321"> <thead> <tr> <th data-bbox="324 874 465 1024"></th> <th data-bbox="465 874 716 1024">Progress Grade English PP</th> <th data-bbox="716 874 987 1024">KS4 indicators</th> <th data-bbox="987 874 1211 1024">Av Scaled scores S/ Cats PP</th> <th data-bbox="1211 874 1496 1024">Av Scaled scores S/ Cats Non PP</th> <th data-bbox="1496 874 2094 1024">Readings Ages /notes</th> </tr> </thead> <tbody> <tr> <td data-bbox="324 1024 465 1145">Year 11</td> <td data-bbox="465 1024 716 1145">-0.05 4+ 92% 5+ 71%</td> <td data-bbox="716 1024 987 1145">+0.36 4+94% 5+85%</td> <td data-bbox="987 1024 1211 1145">104 Reading 105 Grammar Vbl Cat 104</td> <td data-bbox="1211 1024 1496 1145">106 Reading 107 Grammar Vbl 108</td> <td data-bbox="1496 1024 2094 1145">11.4 on entry to year 7 – 5 aged 10 or below non PP 12.2 av</td> </tr> <tr> <td data-bbox="324 1145 465 1321">Year 10</td> <td data-bbox="465 1145 716 1321">N/A</td> <td data-bbox="716 1145 987 1321">N/A</td> <td data-bbox="987 1145 1211 1321">Reading 98 Grammar 98 Vbl CAT 97</td> <td data-bbox="1211 1145 1496 1321">Reading 106 Grammar 107 Vbl CAT 107 Reading age 11.9</td> <td data-bbox="1496 1145 2094 1321">10.13 on entry ( 11.9 non PP) 10/14 were reading at an age of 10 or below</td> </tr> </tbody> </table>						Progress Grade English PP	KS4 indicators	Av Scaled scores S/ Cats PP	Av Scaled scores S/ Cats Non PP	Readings Ages /notes	Year 11	-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 10	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
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	Year 9	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 8	N/A	N/A	VBL Cat 92	108	4/5 weakest readers in year 7 are from disadvantaged backgrounds
	Year 7	N/A	N/A	Reading 100.1	107.6	
4 Ensuring a good education for children who cannot attend school because of emotional and mental health needs	<p>From our attendance data/EWO meetings alongside regular pastoral meetings it is clear that 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><a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf</a></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</p> <p>FFT indicates</p> <table border="1" data-bbox="1155 464 2085 874"> <thead> <tr> <th></th> <th>%4+ GCSE EM 50th/20<sup>th</sup> %</th> <th>%5+ GCSE EM 50th/20<sup>th</sup> %</th> <th>A8 50<sup>th</sup> and 20<sup>th</sup> %</th> </tr> </thead> <tbody> <tr> <td>Year 11 PP</td> <td>72/81</td> <td>47/65</td> <td>4.9 – 5.3</td> </tr> <tr> <td>Year 10 PP</td> <td>53/64</td> <td>25/35</td> <td>4.0 – 4.8</td> </tr> <tr> <td>Year 9 PP</td> <td>80/86</td> <td>41/50</td> <td>5.1 – 5.5 (CATS)</td> </tr> <tr> <td>Year 8PP</td> <td>54/62</td> <td>22/29</td> <td>3.9 – 4.3 (CATS)</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 50th/20 <sup>th</sup> %	%5+ GCSE EM 50th/20 <sup>th</sup> %	A8 50 <sup>th</sup> and 20 <sup>th</sup> %	Year 11 PP	72/81	47/65	4.9 – 5.3	Year 10 PP	53/64	25/35	4.0 – 4.8	Year 9 PP	80/86	41/50	5.1 – 5.5 (CATS)	Year 8PP	54/62	22/29	3.9 – 4.3 (CATS)
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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																				

	<p>% 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</p>
<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.          Aims are to Improve attendance of most vulnerable PAs          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 Green room Inclusion £20,000</i></p>	<ul style="list-style-type: none"> <li>• 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:</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. 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 e.g.</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> </ul>	<p>All</p>

	<ul style="list-style-type: none"> <li>• A reduced timetable with very gradual increases of timetable, perhaps with reduced subjects or a flexible timetable, and allowing reductions again when necessary.</li> <li>• An alternative curriculum e.g ASDAN as required</li> <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>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><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-guidance-report">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></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 &amp; 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"> <li>• Co -ordinate mentoring (Peer to peer – we have around 100 + student mentors in the school )</li> <li>• Risk assess and review alternative provision/dual registration placements</li> <li>• Conduct home visits for persistent absentees/school refusers</li> <li>• Plan bespoke education packages for the most vulnerable co-ordinating tuition,</li> </ul>	1,2,4

	emotional support and reintegration	
<p>Literacy we have increased our capacity to support our literacy aims with the expansion of the roles of literacy leads to include two staff members</p> <p>( contribution from the Literacy Plan )</p> <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><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>The initial phase of relaunching Reading and Literacy has concluded – 2021 – 2022</u></b></p> <ul style="list-style-type: none"> <li>• <i>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></i></li> <li>• <i>Training and free webinar will need to attend for roll out of The Day a differentiated current affairs resources for all abilities.</i></li> <li>• <i>INSET – March 2022/July 2022 Teaching and Learning Briefing looking at Disciplinary Literacy across the whole school.</i></li> <li>• <i>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.</i></li> <li>• <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</i></li> </ul>	1,3,4

	<p><i>supported to understand how to teach students to read, write and communicate effectively in their subjects’.</i></p> <p>2022 – 23</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: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Literacy Plan</i></p> <p><i>£10,000</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>4,1,3</p>

**Next Steps Literacy Support Plan**

- Staffing – we have expanded to roles of literacy leads to include two staff to cover the delivery of our literacy priorities

**Literacy 2022/2023 :**

- Leading/Embedding disciplinary literacy
- Reading for pleasure and wider reading
- Reading for learning
- Building vocabulary within the curriculum
- Wider writing and writing in subject disciplines
- Talk for learning (oracy)
- Managing literacy interventions
- Links to references and deeper reading

**Actions include**

- DEAR -Lessons in year 7,8
- Accelerated Reader to be replaced by National Group Reading Tests (NGRT) these tests to identify weakest readers – 121 reading interventions to be planned for the weakest readers
- Additional Literacy co-ordinate appointed to co-ordinate interventions and activities
- Reading Buddies, a mentoring programme for year 10 to support year 7/8 not costed
- 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 Lion The Witch and The Wardrobe – year 8
- 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

	<ul style="list-style-type: none"> <li>• 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</li> <li>• To build a literacy webpage – to include key vocabulary, knowledge organisers</li> <li>• To remind staff of key elements of disciplinary literacy – including Reading and Writing within subject discipline’s</li> </ul>	
<p><i>121 tuition mathematics</i> £10,000 – School Led Tutoring</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> <ul style="list-style-type: none"> <li>• In hours and out of hours support from maths LSA team</li> <li>• In hours support from Math Tutor – based in the Green room running 121 and in Maths working with small groups /121 ( School Led Tutoring)</li> <li>• Some out of Hours remote Tutoring – delivered by in inhouse maths teacher ( School Led Tutoring)</li> <li>• Maths Mentoring – Free lead by 6<sup>th</sup> Form</li> <li>• LSA Maths Tuition team – before school sessions</li> </ul>	1,4
<p><i>121 Tuition /Reading English</i> (Already costed - £25,000)</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> <ul style="list-style-type: none"> <li>• Reading and English tuition from in house support( see Literacy Plan )</li> <li>• Some 121 tuition from external provider alongside the school lead tutoring being run by the English Department</li> </ul>	1,3,4

<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></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 hour's 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>The school day has been expanded to start at 8.30 every day to allow for 10 minute of Reading for all.</p>	<p>1</p>
<p><i>School led tutoring Ebacc Science /MFL/GEOG £1,000+</i></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  <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</i></p> <p><i>Non-Costed – however to be led by the KS3 &amp; KS4 targeted Intervention lead</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> <p>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.</p> <p>2. Peer tutoring seems most effective when used to review or consolidate learning, rather than introducing new material.</p> <p>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.</p> <p>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>	<p>1,2,3</p>

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

Budgeted cost: £ [45,500]

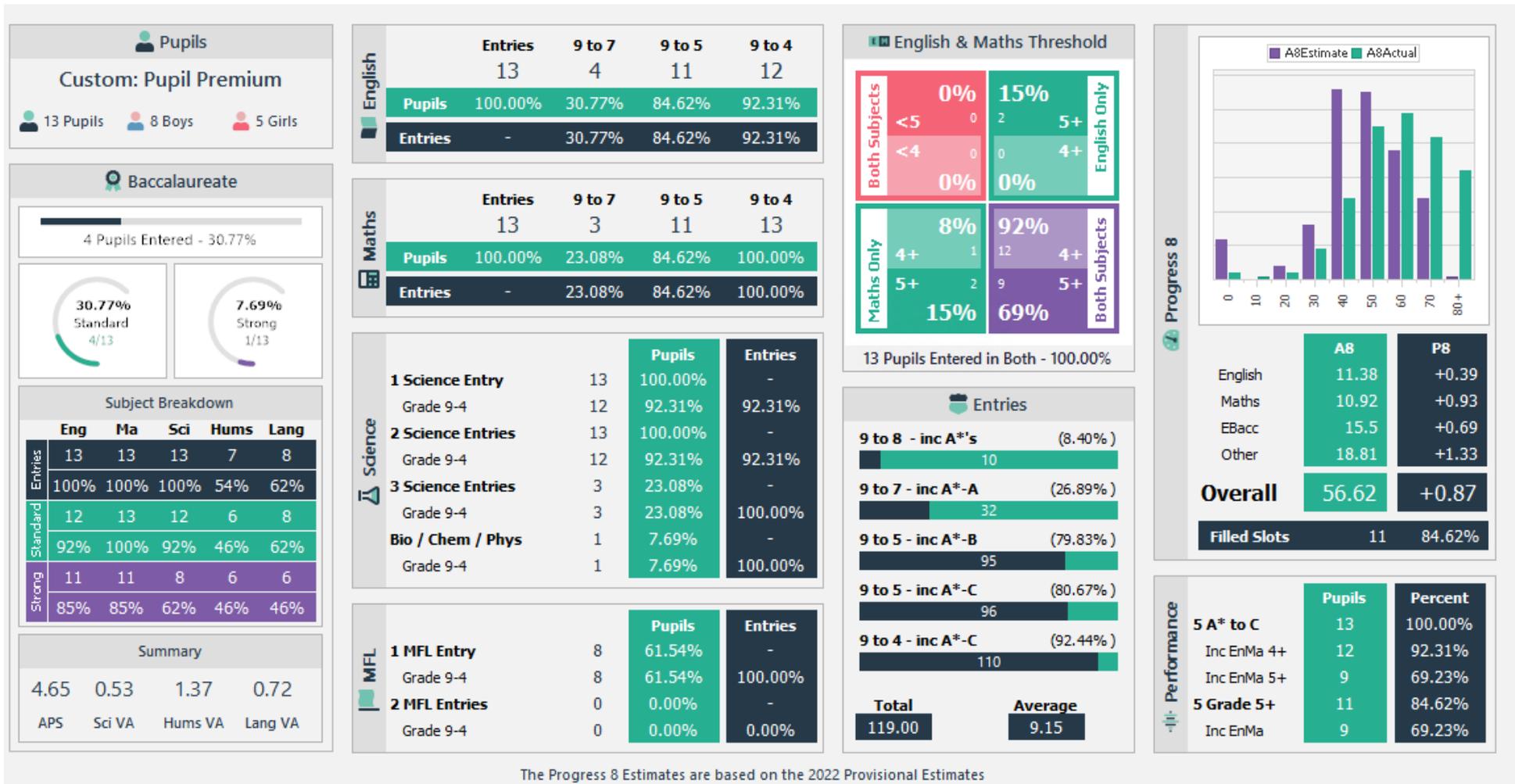
Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons £5000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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
AHOY – see Teaching Section	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a>	1,2,3,4
D of E – payment of fees/expenses etc £1000	<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="#">Impact of the DofE - The Duke of Edinburgh's Award</a>	2,3
Leadership – Leaderships tops purchased £100	<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>	2,3
Basic Needs: Help with uniform /PE kits/coats shoes	<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

Lockers and padlocks Breakfast Club Transport costs Equipment £10,000		
Study Packs and Revision Materials £2,500	Equality of access to learning materials – purchased by non PP pupils	1,2,
Inclusion & Cultural Capital – Equality of access - Prom/ Yearbook/hoodies £500	Inclusion & Cultural Capital – Equality of access - not an incentive driven expenditure	2,3
Ingredients for Food £500	Equality of access to curriculum	3,2
Mentoring Non costed	<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
Summer School £15,000 See appendix	<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: £ 146,000**

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

2022	4+ GCSE EM	5+ GCSE EM	A8 50 <sup>th</sup> and 20 <sup>th</sup> %
Year 11 PP	(Target 75%) - 92 % Actual	(Target 48%) Actual 69%	5.0 – 5.4 Actual 5.6
r 11 FSM	Yea (Target 80%) - 100% Actual	(Target 54%) 78%	5.4 – 5.7 Actual 5.9



**Pupils**

Custom: FSM

9 Pupils   6 Boys   3 Girls

**Baccalaureate**

1 Pupils Entered - 11.11%

11.11% Standard 1/9

11.11% Strong 1/9

Subject Breakdown

	Eng	Ma	Sci	Hums	Lang
<b>Entries</b>	9	9	9	3	5
	100%	100%	100%	33%	56%
<b>Standard</b>	9	9	8	2	5
	100%	100%	89%	22%	56%
<b>Strong</b>	8	8	7	2	5
	89%	89%	78%	22%	56%

Summary

4.69	0.36	0.64	1.03
APS	Sci VA	Hums VA	Lang VA

**English**

	Entries	9 to 7	9 to 5	9 to 4
<b>Pupils</b>	100.00%	44.44%	88.89%	100.00%
<b>Entries</b>	-	44.44%	88.89%	100.00%

**Maths**

	Entries	9 to 7	9 to 5	9 to 4
<b>Pupils</b>	100.00%	33.33%	88.89%	100.00%
<b>Entries</b>	-	33.33%	88.89%	100.00%

**Science**

	Entries	Pupils	Entries
<b>1 Science Entry</b>	9	100.00%	-
Grade 9-4	8	88.89%	88.89%
<b>2 Science Entries</b>	9	100.00%	-
Grade 9-4	8	88.89%	88.89%
<b>3 Science Entries</b>	2	22.22%	-
Grade 9-4	2	22.22%	100.00%
<b>Bio / Chem / Phys</b>	1	11.11%	-
Grade 9-4	1	11.11%	100.00%

**MFL**

	Entries	Pupils	Entries
<b>1 MFL Entry</b>	5	55.56%	-
Grade 9-4	5	55.56%	100.00%
<b>2 MFL Entries</b>	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

**English & Maths Threshold**

<b>Both Subjects</b>	0%	11%	English Only
<5	0	5+	
<4	0	0	4+
	0%	0%	
<b>Maths Only</b>	0%	100%	Both Subjects
4+	0	9	
5+	1	7	5+
	11%	78%	

9 Pupils Entered in Both - 100.00%

**Entries**

<b>9 to 8 - inc A**s</b>	(10.98%)
9	
<b>9 to 7 - inc A*-A</b>	(37.80%)
31	
<b>9 to 5 - inc A*-B</b>	(87.80%)
72	
<b>9 to 5 - inc A*-C</b>	(89.02%)
73	
<b>9 to 4 - inc A*-C</b>	(93.90%)
77	
<b>Total</b>	<b>82.00</b>
<b>Average</b>	<b>9.11</b>

**Progress 8**

	A8	P8
English	12.22	+0.36
Maths	11.56	+0.81
EBacc	15.78	+0.34
Other	19.78	+1.23
<b>Overall</b>	<b>59.33</b>	<b>+0.7</b>
<b>Filled Slots</b>	<b>7</b>	<b>77.78%</b>

**Performance**

	Pupils	Percent
<b>5 A* to C</b>	9	100.00%
Inc EnMa 4+	9	100.00%
Inc EnMa 5+	7	77.78%
<b>5 Grade 5+</b>	8	88.89%
Inc EnMa	7	77.78%

The Progress 8 Estimates are based on the 2022 Provisional Estimates

Disadvantaged Students - Trends Over time

<b>Disadvantaged Pupils</b>	<b>2018</b>	<b>2019</b>	<b>2022 Results</b>
<b>Progress 8</b>	<b>+0.61</b>	<b>+0.33</b>	<b>+0.87</b>
<b>Attainment 8</b>	<b>53.26</b>	<b>45.04</b>	<b>56.62</b>
<b>English and Maths Threshold 4+/5+</b>	<b>71%/47%</b>	<b>57%/36%</b>	<b>92%</b> <b>69%</b>
<b>EBac % gained</b>	<b>29% Standard</b> <b>17.8% Strong</b>	<b>14% Standard</b> <b>14% Strong</b>	<b>30%</b>
<b>EBacc Entries</b>	<b>35%</b>	<b>42%</b>	<b>30%</b>
<b>English % 4+</b>	<b>88%</b>	<b>64%</b>	<b>92%</b>
<b>Maths %4+</b>	<b>82%</b>	<b>85%</b>	<b>100%</b>
<b>English %5+</b>	<b>64%</b>	<b>57%</b>	<b>84%</b>
<b>Maths %5+</b>	<b>64%</b>	<b>50%</b>	<b>84%</b>
<b>5A*-C English and Maths</b>	<b>70%</b>	<b>57%</b>	<b>92%</b>

DFE Performance Data – 2022
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	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	13	1670	432831
P8 score & CI	0.87 (0.07 to 1.67)	0.46 (0.39 to 0.53)	0.15
A8 score	56.6	57.3	52.6
English & maths at grade 5+	69%	66%	57%
English & maths at grade 4+	92%	83%	76%
EBacc at grade 5+	8%	32%	24%
EBacc at grade 4+	31%	41%	31%
Entering EBacc	31%	53%	43%
EBacc Average Point Score (APS)	4.65	5.18	4.65

## Attendance – Sept 2021 – Easter 2022

### Year Group 7 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	9	92.73	6.99	0.27
No Free School Meals	226	93.77	5.78	0.45
Pupil Premium	18	93.29	6.57	0.13
Not Pupil Premium	217	93.77	5.76	0.47

### Year Group 8 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	8	87.68	11.82	0.50
No Free School Meals	203	94.03	5.84	0.13
Pupil Premium	14	89.10	10.61	0.29
Not Pupil Premium	197	94.12	5.74	0.14

### Year Group 9 Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Free School Meals	10	85.33	13.19	1.48
No Free School Meals	209	92.73	6.72	0.55
Pupil Premium	15	88.57	10.44	0.99
Not Pupil Premium	204	92.67	6.77	0.56

**Year Group 10 Percentages**

	<b>Pupils in group</b>	<b>Attendances</b>	<b>Authorised Absences</b>	<b>Unauthorised Absences</b>
Free School Meals	10	89.32	6.27	4.42
No Free School Meals	194	91.74	7.82	0.45
Pupil Premium	14	90.54	6.30	3.15
Not Pupil Premium	190	91.70	7.85	0.45

**Year Group 11 Percentages**

	<b>Pupils in group</b>	<b>Attendances</b>	<b>Authorised Absences</b>	<b>Unauthorised Absences</b>
Free School Meals	9	91.33	8.09	0.58
No Free School Meals	197	93.98	5.69	0.33
Pupil Premium	13	93.11	6.49	0.40
Not Pupil Premium	193	93.92	5.75	0.33

360 Attendance view

COVID (X): X = Absent

Download PDF



Attendance Tracker

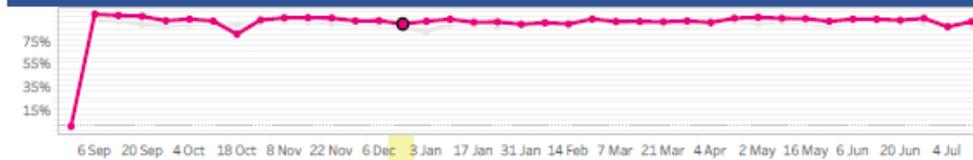
The Piggott (8724505)

Attendance Headlines

23 Aug 21 - 22 Jul 22

All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees
92.6%	92.4%	92.8%	88.4%	92.8%	19.5%

Weekly Attendance



Attendance breakdown

23 Aug 21 - 22 Jul 22

All Pupils	Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11	
All Pupils	1,063	School	92.6%	93.5%	93.4%	91.1%	91.6%	93.6%	
		FFT National	89.7%	91.7%	90.3%	89.3%	88.8%	88.1%	
		Difference	+2.9%	+1.8%	+3.1%	+1.8%	+2.7%	+5.6%	
Gender	Female	497	School	92.4%	94.3%	93.0%	90.1%	91.4%	93.0%
			FFT National	89.4%	91.8%	90.1%	88.8%	88.2%	87.3%
			Difference	+3.0%	+2.4%	+2.9%	+1.2%	+3.2%	+5.7%
Male	566	School	92.8%	92.8%	93.7%	91.9%	91.7%	94.3%	
		FFT National	90.1%	91.6%	90.5%	89.7%	89.4%	88.8%	
		Difference	+2.7%	+1.2%	+3.2%	+2.2%	+2.3%	+5.5%	
FSM6	53	School	88.4%	93.2%	86.8%	83.2%	88.3%	91.2%	
		FFT National	84.9%	88.1%	85.6%	83.9%	83.0%	82.5%	
		Difference	+3.5%	+5.1%	+1.1%	-0.7%	+5.4%	+8.7%	
Not FSM6	1,010	School	92.8%	93.5%	93.8%	91.5%	91.7%	93.7%	
		FFT National	91.3%	93.0%	91.9%	91.0%	90.6%	89.7%	
		Difference	+1.5%	+0.5%	+1.9%	+0.5%	+1.2%	+4.1%	
SEND	Support	137	School	92.1%	93.9%	92.1%	91.8%	88.8%	93.3%
			FFT National	85.5%	88.5%	86.3%	84.5%	83.7%	83.1%
			Difference	+6.7%	+5.4%	+5.8%	+7.3%	+5.1%	+10.2%
EHCP	19	School	91.8%	92.7%	94.2%	89.1%	87.2%	92.1%	
		FFT National	83.1%	86.2%	84.1%	82.4%	81.0%	80.2%	
		Difference	+8.7%	+6.6%	+10.1%	+6.7%	+6.2%	+11.8%	
Not SEND	907	School	92.7%	93.4%	93.6%	91.0%	91.9%	93.7%	
		FFT National	90.6%	92.4%	91.2%	90.2%	89.8%	88.9%	
		Difference	+2.1%	+1.0%	+2.5%	+0.8%	+2.1%	+4.7%	

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 2021 - 22 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 - this was primarily to support during the COVID/post COVID catch-up period and will be discontinued 22/23

### **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
  - 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 ( to be replaced concerns re accuracy of Reading Age ) 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
  - 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 and looking forward Ski trips
- Double Language option pathways
- 121 careers support form “in house” specialist
- Bespoke visits to local colleges/ Reading University

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### 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>
Everlearner	Everlearner
Exampro	Exampro
Share Teach Learn	Share Teach Learn
The Day	The Day

Appendix

Year 6 into Year 7 Summer School

23<sup>rd</sup> – 25<sup>th</sup> August 2022

Anticipated Budget: £15,000

**Our Aim**

Following on from the success of last year's Summer School we have decided to continue this transition provision to support the recovery of student resilience and wellbeing from the COVID pandemic.

We will be offering our year 6 into year 7 pupils offering a blend of curriculum taster sessions and enrichment activities. The aim is to promote team building to facilitate a strong and positive start to their secondary education. The provision is open to all students in the year group (252). As we will not be receiving government funding, we are asking for a contribution of £50 for the 3 days to cover the

costs of staffing (or £20 per day). Those in receipt of Pupil Premium will have a place free of charge. Alongside the curriculum sessions we will run a tutor time in the morning and a group tournament lead by the PE department in the afternoons. At the end of the week, we will hold a celebration event. Anticipated cost to the school above parental contributions = £15,000

### **Supporting the Needs of Our Pupils.**

Historically our pupils are predominantly high and middle prior attaining with low levels of deprivation. Students come to us from over 50 Primary feeder schools. We anticipate that there will have been a variety of experiences over the past few years. The shared need identified is to build resilience and promote recovery and inclusion. We also believe that in building this “cultural capital” and positive links (removing some of the anxiety associated with change) will be key to a positive start with us.

## Timetable of the Week

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Tues L1	Maths	MFL	English )	Art	Science	History	English2	Geog
Tues L2	Geog	Maths	MFL	English	Art	Science	History	English2
Tues PM	Games/PE							
Weds L1	English2	Geog	Maths	MFL	English	Art	Science	History
Weds L2	History	English2	Geog	Maths	MFL	English	Art	Science
Weds PM	Games/PE							
Thurs L1	Science	History	English2	Geog	Maths	MFL	English	Art
Thurs L2	Art	Science	History	English2	Geog	Maths	MFL	English
Thurs PM	Games /PE /Prizegiving							

Tutor	0930-1000
Lesson 1	1000-1100
Break	1100-1120
Lesson 2	1120-1220
Lunch	1220-1250
PM Reg	1250-1300
PE	1300-1430

Key pastoral leaders will run the event (allowing for early familiarisation). The Assistant SENCO will attend sessions and will be allocating LSA's providing LSA support.

**Over the week 33 staff, including LSA,s Reception and First aid hub staff will be on site.**

As in 2021 we have overstaffed the 3 days in anticipation of continued COVID absence.

Staffing	Numbers
Lead	Assistant Headteacher – DSL
Lead	Head of Key Stage 3 – First aid trained & DSL
Lead	Head of Year 7
Science	Assistant Head of Year 7 – Pupil Premium Lead Year 7
Art/DT	3
English/Drama	3
Geog/History	5
LSA	4
Maths	3
MFL	2
PE	3
PE	Assistant Head of Year 7 – Pupil Premium Lead Year 7
Science	4
SEN	Assistant SENCO
Hub	1
Reception	1