

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year. 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	All Through 114 FSM /123 PP 5.8%/6.3% (1945 on roll)					
Proportion (%) of pupil premium eligible pupils	7 – 11 Pupil Premium (93) FSM (88)					
		Year 7	Year 8	Year 9	Year 10	Year 11
	FSM	21	16	19	20	12
	PLAC /CLA	2 1 also FSM	3 & 1CLA	1CLA	2	4 & 1CLA
	Pupil Premium	24	20	21	23	17
Services	2	0	1	1	0	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028					
Date this statement was published	December 2025					
Date on which it will be reviewed	September - December 2025					
Statement authorised by	Mrs R Alexander (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	£ 106680
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 106680

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. As a Belonging School we strive to create a level playing field removing the barriers to learning that can hinder progress and allow all pupils to thrive so that they can “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 prioritizing a sense of belonging, encouraging vulnerable students to participate in the wide range of enrichment and character-building activities that the school provides. Our disadvantaged cohort has remained small, but it is generational. In an area of low deprivation being “disadvantaged” brings its own challenges of belonging. We are guided by Mark Rowland’s academic research, most notably the study completed in partnership with Buckinghamshire County Council where their demographic is similar [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:

Inclusion and Belonging

The Piggott School prides itself on its comprehensive pastoral system. This framework includes funding for Assistant Heads of Year, Pastoral Assistants, Behaviour and Inclusion leads, Pastoral assistants as well as Heads of Year and Heads of Key Stage. In addition Senior Teachers are linked to each Key stage. Each disadvantaged student is mentored by their Assistant Head of Year in order to build strong relationships.

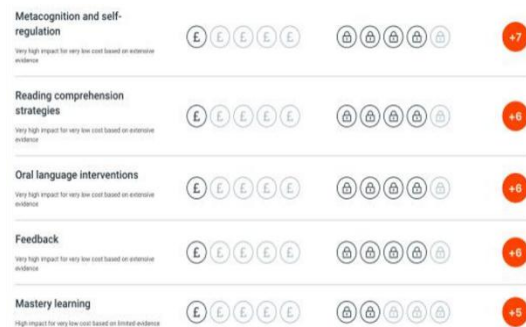
We use a range of in-house support, behavior management & Educational Psychologists. To support wellbeing for those who are struggling we buy in specialist provisions such as BRYM and ARC as well as working with a range of Alternative provision such as RAW mentoring and Young Giants to create bespoke therapeutic or practical solutions.

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 or attend school. Support is available to ensure that there is a level playing field when it comes to academic choice. We provide a broad and balanced curriculum for all with equality of access to all subjects including the Art, Technology, MFL and digital technologies. To facilitate this, we fund the purchase of food ingredients, specialist art materials, music lessons, tuition and MFL exchanges. We also prioritise equality of access to participation in overseas trips, school visits, D of E 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; 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. When needed we work with a range of Alternative Provision to create bespoke education support plans.

Academic resilience



We understand the value and impact of skilled subject teachers in scaffolding the variety of disciplinary skills highlighted by the Education Endowment Fund (EEF). Our pedagogical journey has explored Rosenshein's 10 principles, Mastery and Spiral curriculums. This has been supported by targeted INSET. Departmental learning journeys have been carefully planned to maximize key disciplinary skills appropriate to subject. This high quality first wave teaching builds appropriate metacognition skills across subject areas. Mathematics and English remain a priority and are supported with additional tutoring and small set sizes from those requiring intervention. Literacy and reading have been a whole school priority for several years with a literacy plan embedded. We

know from data that if children attend, they will most likely make significantly positive progress.

Progress 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. 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.

Destinations

All disadvantaged pupils in Key Stage Four receive Independent Advice and Guidance alongside the school comprehensive careers plan that meets all the Gatsby benchmarks.

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

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>We recognize that the biggest barrier for our pupil premium cohort is regular attendance at school. Since the pandemic the gap has grown with a disproportionate percentage of PA students coming from the FSM cohort.</p> <p>We note the guidance from the DFE regarding pupil premium and attendance</p> <p><i>“Excellent pupil attendance at school is important for children’s wellbeing, safety and longterm development. The barriers to regular school attendance are wide-ranging and specific to individual children and can be complex. They include barriers associated with poor mental or physical health, academic challenges, social barriers, and barriers arising from a pupil’s home environment and personal circumstances. Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals missing an average of 4 weeks of school in 2022/23/ and looked after children missing nearly 6 weeks in 2021/22. Research shows that pupils who miss more school have lower attainment on average, so this extra absence may have contributed to the widening attainment gap. Controlling for prior attainment (KS2) and pupil traits, analysis of schools’ 2013/14 cohort found that each additional half day of absence reduced the likelihood of achieving 5A*-C grades at GCSE by 1.8 per cent. Schools should consider using their pupil premium to support improving attendance, where appropriate, including tackling underlying causes of absence. Approaches to support attendance are outlined in the working together to improve school attendance” Using Pupil Premium – Guidance for School Leaders</i></p> <p>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p> <p>http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/</p>

2

Bespoke and Alternative Provision

From the Buckinghamshire research a key finding indicates that for small, disadvantaged cohorts such as ours that bespoke plans is a key strategy to support the child. From our attendance data/EWO meetings alongside regular pastoral meetings we identify where there is a 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/EBSA and often unmet/unidentified additional needs. Whilst they may find support from CAMHs, Assist, EBSA support, Early Help etc. their inability to attend school on a regular basis either creates gaps in their learning/quality of education or prevents them from being able to move on to vital next destinations. It is our aim to identify, plan and create packages of support and reintegration that meets both the requirements of the DFE guidance and ensure a good quality of education for students.

<https://www.centreforsocialjustice.org.uk/wp-content/uploads/2022/04/AP-Quality-Toolkit-2022.pdf>

<https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/eef-attendance-projects>

3.

Academic Progress and Attainment

Nationally the Southeast has the largest attainment gaps within in in pupil premium cohort, notably in the White British subgroups. This challenge resonates with our own data. Each new cohort presents in year 7 with a built-in gap in both SATs/ CATs and Reading ages (See FFT data across all cohorts) We understand that the greatest impact comes from consistently high-quality teaching and learning that meets the needs of all pupils. A priority for us is always the high-quality teaching of FSM English and mathematics. We recognize these as gateway subjects that have a direct impact on future opportunities and life chances.

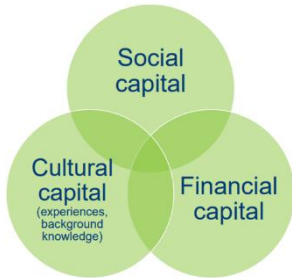
Our challenge therefore continues to be to strive for positive progress for our disadvantaged cohorts with a focus on English and mathematics

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

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

4

Belonging – Building Social and Cultural Capital



Students that succeed tend to have security in cultural, financial and social capital. Many disadvantaged pupils lack the opportunities and exposure to experience compared to their non-disadvantaged peers and exposure to wider cultural capital. Enhancing pupils' cultural capital in school has a proven positive impact on pupils' aspirations and self-esteem. Research indicates that extracurricular activities may enhance children's intellectual creativity, breadth and scope (Kaufman and Gabler, 2004) and moreover that cultural participation may lead to a genuine increase in analytical and academic competence (Kisida et al., 2014). Offering a wide range of high-quality extracurricular activities, trips, mentoring, leadership, drama productions, student voice and to boost wellbeing, behaviour, attendance and aspiration as well as to build

life skills such as confidence, resilience and socialising. Disadvantaged pupils will be encouraged and supported to participate in a range of activities which are tracked by the assistant heads of year

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>

[https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against the odds report.pdf](https://assets.publishing.service.gov.uk/media/60dc34c88fa8f50aad4ddb0a/Against_the_odds_report.pdf)

<https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education/the-power-of-music-to-change-lives-resources>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

5

Literacy - The Language Gap is the Disadvantaged Gap “There is no such thing in education as a golden ticket but this is as close as you are going to come.” Marc Rowland 2021

Research, alongside our internal data, shows us that there is a built-in gap in vocabulary between the lowest income quintile and the highest. Nationally a 27% gap exists at aged five. Our challenge reflects the national trend with the tendency for the divide to grow. To narrow the gap therefore means to proactively develop speaking and listening skills and to then build on language development alongside targeted Reading and Literacy interventions. Disciplinary Literacy, embedded across the school, builds students’ word power and their schemata of understanding with a focus on tier two and tier three vocabulary.

The Education Endowment Funds Secondary Literacy strategy was used to structure our plan.

Over the next year we aim to continue on our work to promote a love of reading as well as to continue to promote disciplinary literacy. *‘a curriculum that ensures children and young people leave compulsory education ready for life and ready for work – this includes embedding digital, oracy and life skills in the curriculum’*

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

[Improving Literacy in Secondary Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Secondary-Schools)

<https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf>

Oral language interventions | EEF

Our challenge is to continue to promote literacy and a love of reading to our disadvantaged cohorts. They are overrepresented in our literacy interventions and classes. Prior attainment data indicates a ready built-in gap. This gap continues with them throughout their education, and we strive to close this gap.

Current data

	Scaled scores S/ Cats PP	Scaled scores S/ Cats Non PP	Readings Ages /notes
Year 11	VBL Cat 92	108	4/5 weakest readers in year 7 cohort were from disadvantaged backgrounds

Year 10	Reading 100.1 <table border="1" data-bbox="674 220 869 316"> <tr> <th>Re</th> <th>Wr</th> <th>Ma</th> </tr> <tr> <td>101</td> <td>94</td> <td>1</td> </tr> </table>	Re	Wr	Ma	101	94	1	107.6 <table border="1" data-bbox="884 220 1211 411"> <tr> <th>Re</th> <th>Wr</th> <th>Ma</th> </tr> <tr> <td>101</td> <td>94</td> <td>100</td> </tr> <tr> <td>108</td> <td>101</td> <td>106</td> </tr> </table>	Re	Wr	Ma	101	94	100	108	101	106	11.14 average Reading age in year 7
Re	Wr	Ma																
101	94	1																
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Year 9	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															
Year 8	<table border="1" data-bbox="674 655 869 855"> <tr> <th>Re</th> <th>Wr</th> </tr> <tr> <td>102</td> <td>96</td> </tr> <tr> <td>102</td> <td>97</td> </tr> </table>	Re	Wr	102	96	102	97	<table border="1" data-bbox="884 655 1211 855"> <tr> <th>Re</th> <th>Wr</th> <th>Ma</th> </tr> <tr> <td>107</td> <td>101</td> <td>106</td> </tr> <tr> <td>107</td> <td>102</td> <td>106</td> </tr> </table>	Re	Wr	Ma	107	101	106	107	102	106	Average Reading age is 10.07 – with 10/17 below chronological age 7 are below the age of 10
Re	Wr																	
102	96																	
102	97																	
Re	Wr	Ma																
107	101	106																
107	102	106																
Year 7			Average reading age in year 7 FSM cohort is 10/34 10/18 are below chronological reading ages . . 7 are below the age of 10															

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																										
Academic Resilience	<p data-bbox="775 411 1413 440">Attainment /+ Progress in line with FFT estimates</p> <ul data-bbox="824 507 1514 536" style="list-style-type: none"> <li data-bbox="824 507 1514 536">• Progress 8 + and /or better than National Non PP <p data-bbox="775 635 954 663">FFT indicates:</p> <table border="1" data-bbox="949 695 1877 1024"> <thead> <tr> <th data-bbox="949 695 1182 782"></th> <th data-bbox="1182 695 1413 782">%4+ GCSE EM 20th %</th> <th data-bbox="1413 695 1597 782">%5+ GCSE EM 20th %</th> <th data-bbox="1597 695 1877 782">A8 20th %</th> </tr> </thead> <tbody> <tr> <td data-bbox="949 782 1182 833">Year 11 PP</td> <td data-bbox="1182 782 1413 833">34</td> <td data-bbox="1413 782 1597 833">9</td> <td data-bbox="1597 782 1877 833">3.35</td> </tr> <tr> <td data-bbox="949 833 1182 884">Year 10 PP</td> <td data-bbox="1182 833 1413 884">62</td> <td data-bbox="1413 833 1597 884">38</td> <td data-bbox="1597 833 1877 884">4.39</td> </tr> <tr> <td data-bbox="949 884 1182 935">Year 9 PP</td> <td data-bbox="1182 884 1413 935">68</td> <td data-bbox="1413 884 1597 935">42</td> <td data-bbox="1597 884 1877 935">4.5</td> </tr> <tr> <td data-bbox="949 935 1182 986">Year 8 PP</td> <td data-bbox="1182 935 1413 986">64</td> <td data-bbox="1413 935 1597 986">40</td> <td data-bbox="1597 935 1877 986">4.27</td> </tr> <tr> <td data-bbox="949 986 1182 1024">Year 7 PP</td> <td data-bbox="1182 986 1413 1024">51</td> <td data-bbox="1413 986 1597 1024">32</td> <td data-bbox="1597 986 1877 1024">3.35</td> </tr> </tbody> </table>				%4+ GCSE EM 20 th %	%5+ GCSE EM 20 th %	A8 20 th %	Year 11 PP	34	9	3.35	Year 10 PP	62	38	4.39	Year 9 PP	68	42	4.5	Year 8 PP	64	40	4.27	Year 7 PP	51	32	3.35
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Year 7 PP	51	32	3.35																								

% Grade 4+ GCSE English & Maths
FFT estimates at each challenge level

✓ <u>Year group</u>	<u>FFT50</u>	<u>FFT20</u>	<u>FFT5</u>
All Years <small>78 pupils</small>	53%	62%	70%
✓ 7 <small>10 pupils</small>	43%	51%	57%
✓ 8 <small>17 pupils</small>	55%	64%	72%
✓ 9 <small>19 pupils</small>	58%	68%	75%
✓ 10 <small>20 pupils</small>	52%	62%	70%
✓ 11 <small>12 pupils</small>	23%	34%	46%

Attainment 8 Overall Grade
FFT estimates at each challenge level

✓ <u>Year group</u>	<u>FFT50</u>	<u>FFT20</u>	<u>FFT5</u>
All Years <small>78 pupils</small>	4.04	4.29	4.55
✓ 7 <small>10 pupils</small>	3.56	3.81	4.06
✓ 8 <small>17 pupils</small>	4.14	4.39	4.65
✓ 9 <small>19 pupils</small>	4.24	4.5	4.77
✓ 10 <small>20 pupils</small>	4.02	4.27	4.53
✓ 11 <small>12 pupils</small>	2.88	3.11	3.35

		% Grade 5+ GCSE English & Maths FFT estimates at each challenge level			
		Year group	FFT50	FFT20	FFT5
		All Years 78 pupils	30%	39%	47%
		7 10 pupils	25%	32%	40%
		8 17 pupils	31%	40%	49%
		9 19 pupils	32%	42%	53%
		10 20 pupils	30%	38%	47%
		11 12 pupils	5%	9%	14%
Destinations	Destinations – to ensure that results obtained allow for disadvantaged students to take their next steps in education – We strive for 0 Neet students				
Belonging – Building resilience and Participation	Participation from all disadvantaged students in school activities including : the building of cultural capital – 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 Students of all abilities can make the next steps to college / apprenticeships or 6 th form				
Literacy	+ English VA % 4 + English %5+ English				

	<p>Reading Ages to be tracked KS3 to see impact.</p> <p>+Progress 8 grades (when applicable)</p> <p>We promote a love of reading in our cohorts and engage our disadvantaged cohorts with books</p>
Alternative Provision	<p>Providing a bespoke package for children who cannot attend school because of emotional and mental health needs.</p> <p>We continue 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: £ 31,900 – 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</i> £10,000</p>	<ul style="list-style-type: none"> • The Green Room supports all our challenges, it is an inclusion room that provides academic flexibility for the vulnerable and those with anxiety, attendance issues. It supports those with bespoke timetables and enable a 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> • <i>An acceptance of some lateness, due to morning struggles, but being allowed to begin the day on a positive note.</i> • <i>A reduced timetable with very gradual increases of timetable, perhaps with reduced subjects or a flexible timetable, and allowing reductions again when necessary.</i> • <i>An alternative curriculum e.g ASDAN as required</i> 	<p>All</p>

	<ul style="list-style-type: none"> • <i>Support to catch up with subjects missed through absences.</i> • <i>Recognition of their strengths and building on them.</i> • <i>Encouraging them to participate in the parts of school they enjoy.</i> 	
<p><i>Assistant Heads of year</i> <i>7 TLRs @ £2,200 per</i> <i>year</i> <i>Year 7 – 2</i> <i>Year 8 –1</i> <i>Year 9 - 1</i> <i>Year 10 – 2</i> <i>Year 11 – 1</i></p> <p><i>Cost: £15,400</i></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><i>Self Evaluation</i> <i>CPD and Self evaluation</i></p>	<ul style="list-style-type: none"> • Deep Dive into inclusion in September 2025 looking across SEN and disadvantage. • This included staff voice and student voice as was shared with Governors. • A key finding will be to look at better tracking of interventions in order to evidence and identify opportunities – to this end Provision Map was purchased and will be onboarded with training for a hard launch in September. 	

<i>Whole staff INSET – Inclusion & Belonging £500 contribution</i>	<ul style="list-style-type: none">• T & L community to review PP barriers /Belonging schools.• Whole staff INSET looking at vulnerability, ACEs/Attachment with two keynote speakers	
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<p><i>Attendance</i> <i>£2,500 allocated</i></p>	<ul style="list-style-type: none"> • Complete the EEF toolkit to look for missed opportunities • Work with CC on an attendance calendar/ home school comms/ increased data drops and communication to parents and teaching staff • Ebsa courses and AP support the most vulnerable and entrenched ebsa • Feasibility study for an Attendance and Family liaison officer 	<p>1,4</p>
<p><i>Repurpose the Library to be a more Inclusive environment</i> <i>£2,500 contribution (tuition)</i></p> <p><i>Extended Day – Homework club</i> <i>£1000 contribution</i></p>	<p>Appoint and recruit a Library and Reading Champion to support with: Rebranding the library as an inclusive reading space - To develop a 3 year plan to facilitate this To work with key students on literacy and reading interventions To potentially be able to deliver Entry Level English</p> <p>To appoint an after hours Homework and Library Supervisor. 1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. To provides a quiet space for home learning – it is important to consider how home learning can be supported (e.g. through providing homework clubs for pupils). Homework EEF</p> <p>To create an extended school day in library area to facilitate</p>	<p>1,4</p>

	<p>https://schoolsweek.co.uk/why-you-should-be-thinking-about-disciplinary-oracy/ https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/ Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf Oral language interventions EEF</p>	
<i>Over Staffing</i>	As a school we aim for actively overrecruit in core subjects such as English, Science and Mathematics. With additional capacity all students (including our most vulnerable) can benefit from smaller class sizes and the opportunity for additional tuition.	1,4

	https://www.lancashire.gov.uk/send-specialist-teaching-service/resources/good-engagement-methods/	
<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>Literacy INSET</p>	<p> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/Simple View of Reading.pdf https://researchschool.org.uk/durrington/news/disciplinary-literacy-1 </p> <ul style="list-style-type: none"> • <i>These continue to be revisited at Teaching and Learning Briefings – this year we are running sessions on Oracy and the Year of Reading</i> 	<p>1,4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reviewing and maintain the Reading, Writing and Intervention strands of the Literacy</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> <p>Continue to run targeted Interventions to support literacy based upon data from NGRT led by the School Led Tutor in Reading.</p> <p>Small group mentoring for KS3 students</p> <p>Small group mentoring for EAL students</p> <ul style="list-style-type: none"> • 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 • Books in KS3 and KS4 hubs <p><u>Actions include or continue to include</u></p> <ul style="list-style-type: none"> • DEAR -Lessons in year 7,8 	<p>1,4</p>

	<ul style="list-style-type: none"> • National Group Reading Tests (NGRT) to continue to identify weakest readers – 121 reading interventions to be planned for the weakest readers • 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>121 tuition English & mathematics £20,000 – 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"> • We have 3 school led tutors who were registered with School led tutoring programme – 2 are QTS teachers and the other completed the online training provided by the School Led Tutoring programme • One tutor focuses on Literacy, most notably Reading skills – based upon NGRT data • Another tutor work in the inclusion room (Green Room) to run 121 sessions on English and Mathematics. • The final tutor works with our hardest to reach students providing 121 online tuition in maths • In hours and out of hours support from maths LSA team 	<p>1,4</p>

	<ul style="list-style-type: none"> • 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 house maths teacher (School Led Tutoring) • Maths Mentoring – Free lead by 6th Form • LSA Maths Tuition team – before school sessions Reading and English tuition from in house support • Some 121 tuition from external provider alongside the school lead tutoring being run by the English Department 	
<p><i>Small Group/ Bespoke tuition -</i></p>	<p>EEF – Small group tuition +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <ul style="list-style-type: none"> • As required funding for small group interventions in English/ Maths/ MFL/PRE • 121 tuition as required – e.g outreach maths tuition provided by inhouse tutor • 121 tutor from provider such as Young Giants/ Education Boutique/Home School tutors – as required 	1
<p>Online learning Academy 21 £15,000</p>	<p>For those with severe EBSA – Ac 21 is available within bespoke learning packages.</p>	

<p><i>Extended school day</i> <i>Non Costed</i></p>	<p>Opportunities include:</p> <ul style="list-style-type: none"> • KS3 Homework support • Gym • Sporting Activities • Open studios KS4/5 – Art/Music Sporting clubs • After school KS4 support sessions • Drama productions 	<p>1,2,3</p>

<p><i>Academic and peer mentoring – Peer Lead</i></p> <p><i>Non-Costed – however to be led by the KS3 & KS4 targeted Intervention lead</i></p> <p><i>Peer Tutoring</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 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. 	<p>1,2,3,4</p>
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	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.	
<i>Digital Learning</i> <i>£2000 as required</i>	Chromebooks – these are loaned - depending on need	1

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

Budgeted cost: £ [£74,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Alternative Provision/Managed Interventions – excluding Ac 21</i> <i>£50,000</i>	Therapeutic, academic and engagement support via alternative provision from providers such as : JAC, Raw Mentoring, Steps to Success, Get Carting, Enemies of Boredom, and College placements at Activate Learning / BCA -. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/trauma-informed-short-term-managed-intervention-centres-2024-pilot	3,5

Music lessons £2000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,3
Trips and educational Visits Leadership – Leaderships tops purchased D of E – payment of fees/expenses etc £10,000	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 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
AHOY – see Teaching Section	EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)	
Basic Needs: £10,000	https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf Help with uniform /PE kits/coats shoes Lockers and padlocks Breakfast Club Transport costs Equipment	2,3
Study Support Equipment /Revision Materials Ingredients for Food	Equality of access to learning materials – purchased by non-PP pupils Equipment /Revision Materials Ingredients for Food	1,2,3

£1500	Books for all	
Inclusion – Equality of access - Prom/ Yearbook/hoodies £500	Inclusion & Cultural Capital – Equality of access - not an incentive driven expenditure	2,3
Mentoring Non costed	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2,3

Total budgeted cost: £ 142,000

Part B: Review of outcomes in the previous academic

Target data FFT FSM 2025	20%	5%
Attainment 8	3.51	4.09
Basics E & M5	17%	26%
Basics E & M 4	49%	62%

Pupils
Custom: FSM

13 Pupils 4 Boys 9 Girls

Baccalaureate

4 Pupils Entered - 30.77%

15.38% Standard 2/13 15.38% Strong 2/13

Subject Breakdown

	Eng	Ma	Sci	Hums	Lang
Entries	10	13	13	9	5
	77%	100%	100%	69%	38%
Standard	7	9	9	7	2
	54%	69%	69%	54%	15%
Strong	7	8	4	5	2
	54%	62%	31%	38%	15%

Summary

3.59	0	0	0
APS	Sci VA	Hums VA	Lang VA

English

Entries	9 to 7	9 to 5	9 to 4	
13	1	7	8	
Pupils	100.00%	7.69%	53.85%	61.54%
Entries	-	7.69%	53.85%	61.54%

Maths

Entries	9 to 7	9 to 5	9 to 4	
13	1	8	9	
Pupils	100.00%	7.69%	61.54%	69.23%
Entries	-	7.69%	61.54%	69.23%

Science

	Entries	Pupils	Entries
1 Science Entry	13	100.00%	-
Grade 9-4	9	69.23%	69.23%
2 Science Entries	13	100.00%	-
Grade 9-4	9	69.23%	69.23%
3 Science Entries	2	15.38%	-
Grade 9-4	2	15.38%	100.00%
Bio / Chem / Phys	1	7.69%	-
Grade 9-4	1	7.69%	100.00%

MFL

	Entries	Pupils	Entries
1 MFL Entry	5	38.46%	-
Grade 9-4	2	15.38%	40.00%
2 MFL Entries	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

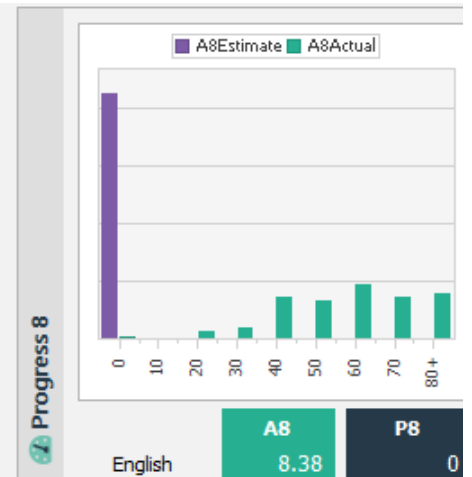
English & Maths Threshold

Both Subjects	31%	8%	English Only
	<5	1	
	4	0	4+
	4	0	
Maths Only	8%	62%	Both Subjects
	4+	8	
	1	6	5+
	2	46%	
	15%		

13 Pupils Entered in Both - 100.00%

Entries

9 to 8 - inc A*'s	(9.80%)
9 to 7 - inc A*-A	(15.69%)
9 to 5 - inc A*-B	(52.94%)
9 to 5 - inc A*-C	(52.94%)
9 to 4 - inc A*-C	(68.63%)
Total	102.00
Average	7.85



	A8	P8
English	8.38	0
Maths	8.46	0
EBacc	12.35	0
Other	12.58	0
Overall	41.77	0
Filled Slots	9	69.23%
Avg EBacc	2.77	Avg Other
		2.46

Performance

	Pupils	Percent
5 Grade 4+	8	61.54%
Inc EnMa	8	61.54%
5 Grade 5+	7	53.85%
Inc EnMa	6	46.15%

Data = 2025
 (2024) (2023) (2022)
 (2019)

4 Year Tends	All National	All Wokingham	Disadv Nat	Disadv Wokingham	Non PP Nat	Non DP Wokingham	Piggott Non PP	Piggott PP
A8	45.9 (46.2) (48.8) (46.8)	Here (52.6) (54.8) (50.9)	34.9 (34.7) (34.9) (37.6)	35.5 (33.8) (37) (36)	50.3 50.2 (52.8) (50.3)	55.6 55.2 55 (57)	63.11 59.2 59.5 63.5	41.8 36.33 49.9 (56.6)
%5 En & Ma	45 (50) (43)	60 (62) (53)	25 (30) (25)	28 33 (29)	52 (57) (50)	52 64 (66)	76 68 71	46 25 42
P8	N/A 0	N/A 0.38 (0.32) (0.25)	N/A -0.57 -0.57 (-0.55)	N/A -0.54 -0.43 (-0.64)	N/A 0.16 0.17 (0.16)	N/A 0.45 0.51 (0.46)	N/A +0.73 0.82 0.85	N/A +0.03 +0.27 (+0.87)

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Pupil Premium Cohort – Exam Results 2025

Pupils
Custom: FSM

13 Pupils 4 Boys 9 Girls

Baccalaureate

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Summary

3.59	0	0	0
APS	Sci VA	Hums VA	Lang VA

English

	Entries	9 to 7	9 to 5	9 to 4
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Pupils	100.00%	7.69%	53.85%	61.54%
Entries	-	7.69%	53.85%	61.54%

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	Entries	9 to 7	9 to 5	9 to 4
	13	1	8	9
Pupils	100.00%	7.69%	61.54%	69.23%
Entries	-	7.69%	61.54%	69.23%

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	Entries	Pupils	Entries
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Bio / Chem / Phys	1	7.69%	-
Grade 9-4	1	7.69%	100.00%

MFL

	Entries	Pupils	Entries
1 MFL Entry	5	38.46%	-
Grade 9-4	2	15.38%	40.00%
2 MFL Entries	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

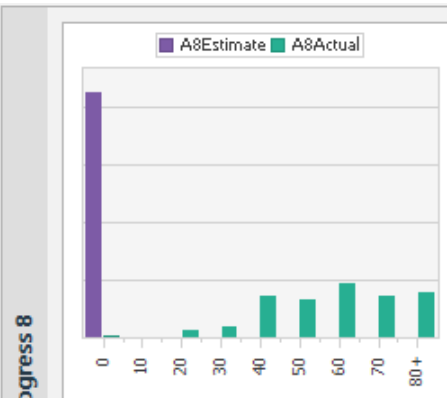
English & Maths Threshold

Both Subjects	31%	8%	English Only
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	4	0	4+
	31%	0%	
Maths Only	8%	62%	Both Subjects
	4+	8	
	1	6	5+
	15%	46%	

13 Pupils Entered in Both - 100.00%

Entries

9 to 8 - inc A*'s	(9.80%)
9 to 7 - inc A*-A	(15.69%)
9 to 5 - inc A*-B	(52.94%)
9 to 5 - inc A*-C	(52.94%)
9 to 4 - inc A*-C	(68.63%)
Total	102.00
Average	7.85



	A8	P8
English	8.38	0
Maths	8.46	0
EBacc	12.35	0
Other	12.58	0
Overall	41.77	0
Filled Slots	9	69.23%
Avg EBacc	2.77	Avg Other
		2.46

Performance

	Pupils	Percent
5 Grade 4+	8	61.54%
Inc EnMa	8	61.54%
5 Grade 5+	7	53.85%
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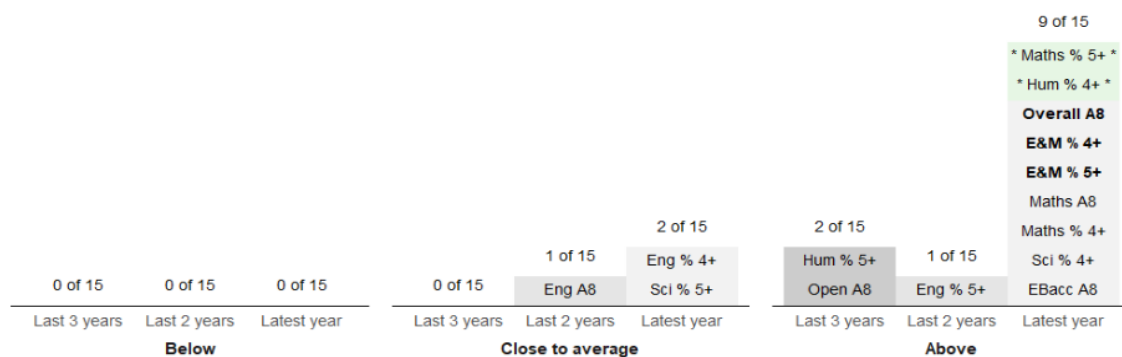
Disadvantaged

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by their relative performance in the latest year, and further divided to show whether that level of performance was observed in the latest year only, or if it has been sustained for the last 2 or 3 years.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.

Year 11 context relates to pupil characteristics across the whole year group and could flag any of high proportions of FSM or SEN, or low levels of stability. The flag for high proportions of low prior attainers is not included in this summary table as it is specific to each measure, so please see the individual tables for each measure for this flag.

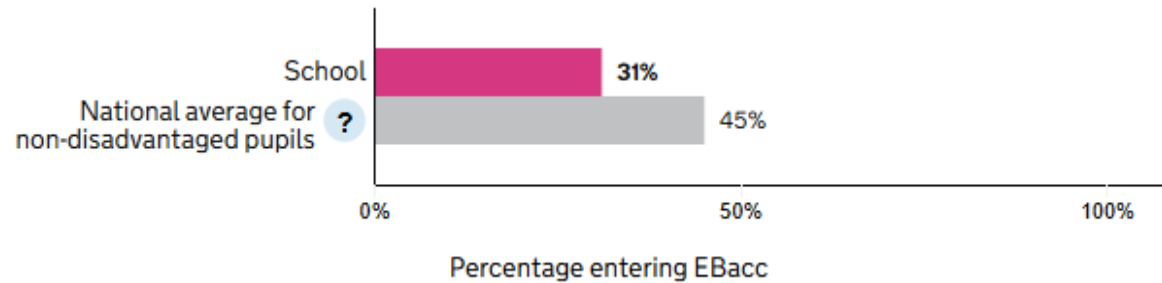
Year	Key stage 4 (Year 11) attainment cohorts				Year 11 context
	A8 measures and English/maths	Science	Languages	Humanities	
2025	13	13	5	9	-
2024	12	11	2	7	-
2023	12	12	6	11	-



Percentage of disadvantaged pupils entering English Baccalaureate ?

Number of disadvantaged pupils = 13

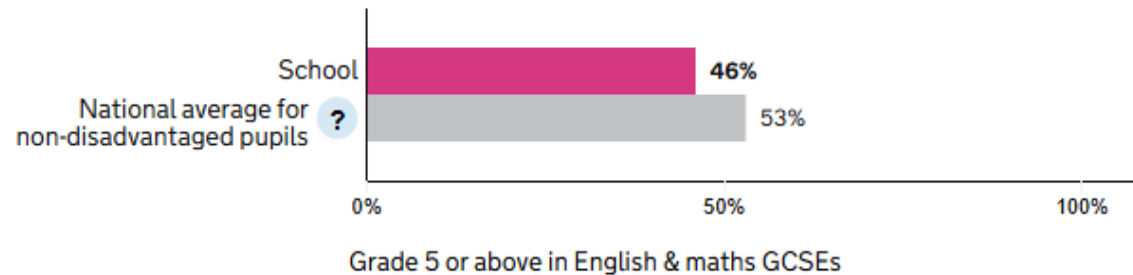
[View as table](#)



Percentage of disadvantaged pupils achieving grade 5 or above in English and maths ?

Number of disadvantaged pupils = 13

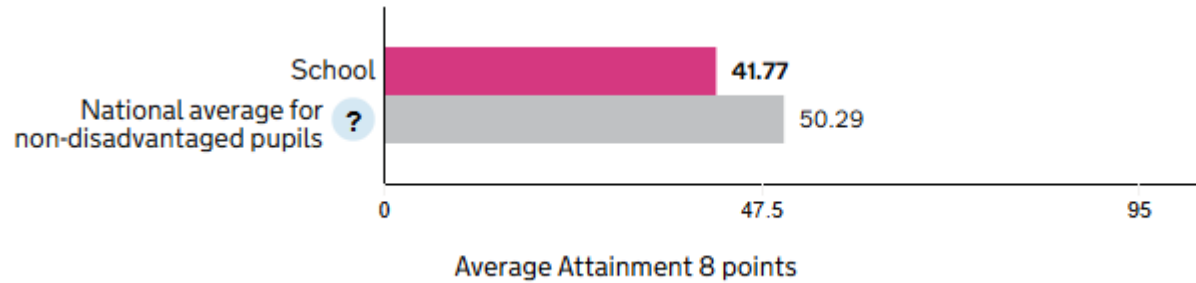
[View as table](#)



Attainment 8 for disadvantaged pupils ?

Number of disadvantaged pupils = 13

[View as table](#)



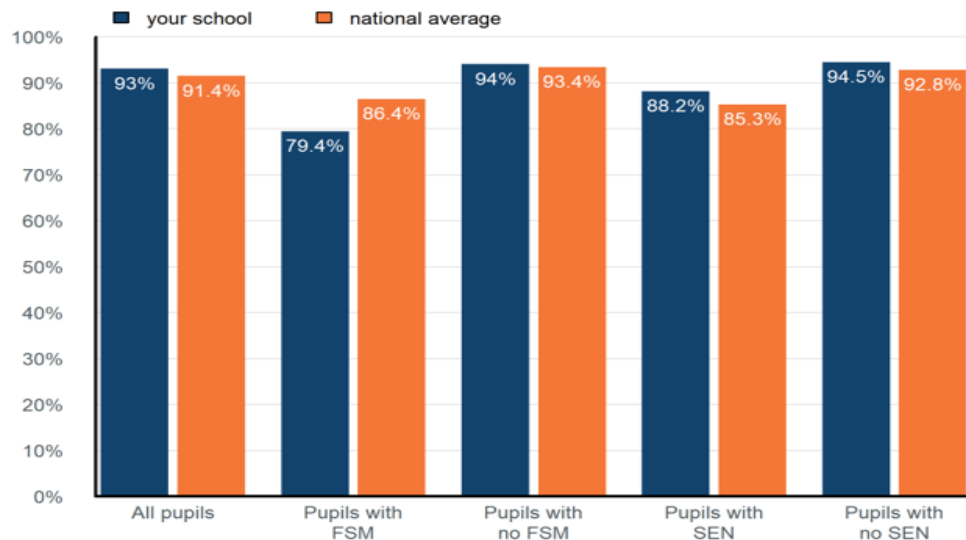
Disadvantaged pupils' Attainment 8

Year	This school	National average	Compared with national average
2024/25	41.8	34.9	Above
2023/24	36.3	34.6	Close to average
2022/23	49.9	35.0	Above

2025– Attendance

Pupil group comparison

Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 7 to 11 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Attendance	National average
All pupils	93%	91.4%
Pupils with free school meals (FSM)	79.4%	86.4%
Pupils with no FSM	94%	93.4%
Pupils with special educational needs (SEN) support	88.2%	85.3%

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	88	81.5%	87.3%	Below	Relative decline	-
2023/24 (3 term)	85	82.6%	86.0%	Below	Relative decline	-
2022/23 (3 term)	75	85.5%	86.0%	Close to average	Relative decline	-
2018/19 (3 term)	84	91.8%	91.8%	Close to average	Not available	-

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (2 term)	88	46.6%	36.8%	Above (non-sig)	No sig change	-
2023/24 (3 term)	85	49.4%	42.5%	Above (non-sig)	No sig change	-
2022/23 (3 term)	75	46.7%	43.8%	Close to average (non-sig)	No sig change	-
2018/19 (3 term)	84	32.1%	24.7%	Above (non-sig)	Not available	-

KEY STAGE 5

BIOLOGY A	BTEC BUSINESS L3	BTEC BUSINESS DIPLOMA	BTEC L3 SCIENCE	BUSINESS STUDIES A2	CHEMISTRY A2	CTEC SPORTS & PHYSICAL ACTIVITY	ECONOMICS A2	ENGLISH LANGUAGE A2	ENGLISH LIT A2	PHOTOGRAPHY A2	PSYCHOLOGY A2	RE A2	SOCIOLOGY A2	TRAVEL & TOURISM
C			P		E			E			B			M
						M								
								A				C	C	
							A		B			B		
										D				
														D
M							D	D						

Pupils

Custom: FSM

10 Pupils 6 Boys 4 Girls

Summary

Entries	Count	Weighted
All	22	25
A*-A	2	8%
A*-B	5	20%
A*-C	13	60%
A*-D	19	88%
A*-E	22	100%

A Level

Students In Scope: 7 70%

Avg Points / Entry: 30.77 -

Expressed As A Grade: C -

Value Added Score: -0.01 -

3+ A Levels A*-E: 3 42.86%

2+ A Levels A*-E: 3 42.86%

AAB (2+ Facilitating): 0 -

In Scope: 3 -

Entries	Count	Weighted
All	13	13
A*-A	2	15.38%
A*-B	5	38.46%
A*-C	9	69.23%
A*-D	11	84.62%
A*-E	13	100%

Applied General

Students In Scope: 6 60%

Avg Points / Entry: 27.5 -

Expressed As A Grade: M+ -

Value Added Score: -0.3 -

Entries	Count	Weighted
All	9	12
A*-A	0	0%
A*-B	0	0%
A*-C	4	50%
A*-D	8	91.67%
A*-E	9	100%

Academic

Students In Scope: 7 70%

Avg Points / Entry: 30.77 -

Expressed As A Grade: C -

Value Added Score: -0.01 -

Entries	Count	Weighted
All	13	13
A*-A	2	15.38%
A*-B	5	38.46%
A*-C	9	69.23%
A*-D	11	84.62%
A*-E	13	100%

Tech Level

Students In Scope: 0 0%

Avg Points / Entry: 0 -

Expressed As A Grade: - -

Value Added Score: 0 -

Entries	Count	Weighted
All	0	0
A*-A	0	0%
A*-B	0	0%
A*-C	0	0%
A*-D	0	0%
A*-E	0	0%

KS4 Average Point Score

Pupils with missing data

Prior Att.	5.23	5.26	0	0	0
	All	GCSE	APS	GCSE APS	Both

Best 3 A Levels

Students In Scope: 3 30%

Students with 3 A Levels: 3 100%

Cohort Score: 35.56 B-

L3 Maths

In Scope: 10 100% Achieved: 0 0%

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?

- Belonging – the inclusive and therapeutic ethos of the school underpinned by a generous pastoral system, mentoring programs, student voice and inclusive opportunities to enrichment and cultural capital.
- High quality 1st Wave teaching delivered by skilled subject specialists
- Metacognition and reflective learning delivered using Rosenshein’s 10 principles, Master and Spiral Learning
- Teaching staff – our staff are our biggest asset – we have very low turnover of teaching staff with low absentee rates. Prioritizing our staffs wellbeing, training and our active encouragement to work for an exam board means that we have a highly skilled and dedicated workforce. . We have subject specialists in front of our classes
- Drive to the top – ambitious target setting
- Literacy for all – A disciplinary approach to Reading, Writing and talk for Learning (Oracy)
- 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
- Character building – summer school, trips, music lessons, D of E, Leadership, Student voice, residential trips.
- 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
- Reading buddies programme with DofE students volunteering to listen to younger students in year 7/8 read

