Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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

<table>
<tr><th>Detail</th><th>Data</th></tr>
<tr><td>School name</td><td>The Piggott School – Wargrave Senior</td></tr>
<tr><td>Number of pupils in school</td><td>1884 All Through (1697 Year 7 – 11)</td></tr>
<tr><td>Proportion (%) of pupil premium eligible pupils</td><td>5.6% - Pupil Premium (90) 5.2% FSM (78)
<table>
<tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td><td>Year 11</td></tr>
<tr><td>FSM</td><td>15</td><td>17</td><td>21</td><td>12</td><td>13</td></tr>
<tr><td>Pupil Premium</td><td>17</td><td>18</td><td>24</td><td>17</td><td>14</td></tr>
</table></td></tr>
<tr><td>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</td><td>2025 - 2028</td></tr>
<tr><td>Date this statement was published</td><td>December 2024</td></tr>
<tr><td>Date on which it will be reviewed</td><td>September - December 2025</td></tr>
<tr><td>Statement authorised by</td><td>Mrs R Alexander (Headteacher)</td></tr>
<tr><td>Pupil premium lead</td><td>K Thornton (Assistant Headteacher)</td></tr>
<tr><td>Governor / Trustee lead</td><td>Mrs M Newman</td></tr>
</table>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103,530
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 103,530

Part A: Pupil premium strategy plan

Statement of intent:

The Piggott School & The Pupil Premium

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

The Piggott School's Christian Vision of "Go and do likewise" (Luke 10: 25 – 37) underpins the work that we do with pupils who are in receipt of The Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress and allow all pupils to "live life in all its fullness. These barriers are often complex, so we provide bespoke practical, emotional, aspirational, and academic support. Our focus is on the whole child prioritising equality of opportunity to participate in the wide range of enrichment and character-building activities that the school provides.

Over time our disadvantaged cohort has remained small, but it is generational. The proportion of Ever 6 has dropped significantly in the past 5 years with many families now on long term free school meals, due to complex home circumstances. In an area of low deprivation being "disadvantaged" brings its own challenges of fitting in. These issues of small but embedded disadvantaged are complex and we are guided by Mark Rowland's recent academic research in partnership with Buckinghamshire County Council.

challenge-handbook-v2-1.pdf (buckscc.gov.uk)

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

Academic resilience, our pedagogical work on Rosenshine's 10 principles supports our student's metacognition skills as well as underpins our focus on high quality first teaching from skilled subject specialists to all students. Mathematics and English remain a priority and are supported with additional tutoring from those requiring intervention.

Emotional Resilience

Alongside our academic focus we also look to build the whole child providing opportunities for all to engage in a range of activities such as trips, theatrical productions, mentoring, school council, residentials, leadership programme, D of E , peer to peer mentoring, summer camp, music

lessons etc. To support wellbeing for those who are struggling we buy in specialist provisions such as BRYM and ARC as well as work with external agencies on programmes such as "Steps to Success" . We or providers such as BRYM run INSET looking at the impact of trauma, ACES and attachment to ensure that we are a " Belonging School"

Attendance

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

Inclusion and Equality

The Piggott School prides itself on its inclusive and caring pastoral system. We use a range of in-house support as well as buying in counselling services, behaviour management & Educational Phycologists. We work closely with local schools to look for alternatives to exclusion and have reciprocal arrangements with their inclusion facilities to try to avoid fixed term exclusion. We have built capacity to offer alternative provision for those who are either struggling to engage with school or attend school. Support is available to ensure 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.

Destinations

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

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

Pupil Progress

Progress 8 – this is tracked across all year groups when SATs data allows. We use CATs to track progress when there is no KS2 Prior Attainment.

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	**<u>Resilience - Academic</u>** "*We know that the loss of learning during lockdown disproportionately affects children from disadvantaged groups. The digital divide, with too many students having no access to online learning, was just one reason that, despite the huge efforts of many teachers and support staff, more than two million children did hardly any learning during the first school shutdown. The result was not just a widening of attainment between private and state schools, but a burgeoning chasm between disadvantaged students and their better-off peers. Some figures suggest that pupils in certain year groups are now 15 to 22 months behind where they ordinarily would be." Lockdown, Poverty and the Disadvantaged Gap - Children's Commissioner* Nationally the 2023 disadvantage gap index at secondary has continued to increase to its highest level since 2011. This national challenge resonates with our own as 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. As such we continue to improve our practice based upon Rosenshines's 10 principles. A priority for us is always the high-quality teaching of English and mathematics. We recognise 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 Non PP KS2 prior attainment Year group / Male / Female / FSM6 / EAL / SEN / Re / Wr / Ma All Years 1137 pupils: 51% / 49% / 0% / 9% / 20% / 107 / 101 / 106 7 247 pupils: 51% / 49% / 0% / 8% / 21% / 107 / 102 / 106 8 235 pupils: 50% / 50% / 0% / 10% / 17% / 108 / 102 / 106 9 231 pupils: 48% / 52% / 0% / 10% / 17% / 108 / 101 / 106 10 223 pupils: 52% / 48% / 0% / 9% / 22% / 114 / 115 / 111 FSM KS2 prior attainment Year group / Male / Female / FSM6 / EAL / SEN / Re / Wr / Ma All Years 72 pupils: 51% / 49% / 100% / 4% / 31% / 102 / 96 / 100 7 10 pupils: 50% / 50% / 100% / 0% / 30% / 102 / 97 / 103 8 17 pupils: 41% / 59% / 100% / 0% / 29% / 104 / 97 / 100 9 21 pupils: 76% / 24% / 100% / 5% / 43% / 101 / 94 / 100 10 11 pupils: 45% / 55% / 100% / 9% / 18% / 94 / 97 / 96 11 13 pupils: 31% / 69% / 100% / 8% / 23% / 96 / 107 / 96

2	**Resilience - Wellbeing** Many disadvantaged pupils lack the opportunities of 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://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
3	**Attendance** We recognise that the biggest barrier for our pupil premium cohort is regular attendance at school. Most notably since the pandemic the gap has grown with a disproportionate percentage of PA students coming from the FSM cohort. We note the guidance from the DFE regarding pupil premium and attendance **"***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* ***https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf*** **http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/** We look forward to reading the EEF finding on some of their current trials : **https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/eef-attendance-projects**
4	**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 chasm that exists in vocabulary between the lowest income quintile and the highest – nationally a 27% gap exists at aged five. This challenge is brought into our schools and a divide then tends to grow. To narrow the gap therefore means to proactively develop speaking and listening skills and to then build on language development. To build a student's word power and their schemata of understanding. To support all student's, literacy is a whole school priority. We have been embedding disciplinary literacy across KS3/4 & 5 alongside key aspects of Rosenshein's 10 principles. We have used the Education Endowment Funds Secondary Literacy strategy to structure our plan. Over the next year as we continue to review impact of Writing, Reading and Intervention strategies we will now focus our training and work on Oracy. This reflect the growing awareness that Oracy is often the neglected element of Literacy but its impact on social mobility is key – as the current curriculum review indicates their review will have a social mobility focus to deliver : *'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://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 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.

Current data

	Scaled scores S/ Cats PP	Scaled scores S/ Cats Non PP	Readings Ages /notes
Year 11	Vbl Cat 104	Vbl 108	11.5 (11.9 in the non PP cohort) 4/14 reading age 10 or below upon entry
Year 10	VBL Cat 92	108	4/5 weakest readers in year 7 cohort were from disadvantaged backgrounds
Year 9	Reading 100.1 Re Wr Ma 101 94 100	107.6 Re Wr Ma 101 94 100 108 101 106	11.14 average Reading age in year 7
Year 8	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 7	Re / Wr / Ma 102 / 96 / 100 102 / 97 / 103	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
5 Bespoke Provision	From our attendance data/EWO meetings alongside regular pastoral meetings there is an emerging need to build alternative provision and support packages for our most vulnerable disadvantaged students who may require a more blended education package. These students can present with extreme anxiety and school phobic/school refusal traits. Whilst they may find support from CAMHs, Assist, Early Help etc their inability to attend school on a regular basis creates gaps in their learning/quality of education. It is our aim to investigate, plan and trial packages of support and reintegration that meets both the requirements of the DFE guidance and ensure a good quality of education for students. 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**			

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.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>Academic Resilience</td><td>Attainment /+ Progress in line with FFT estimates

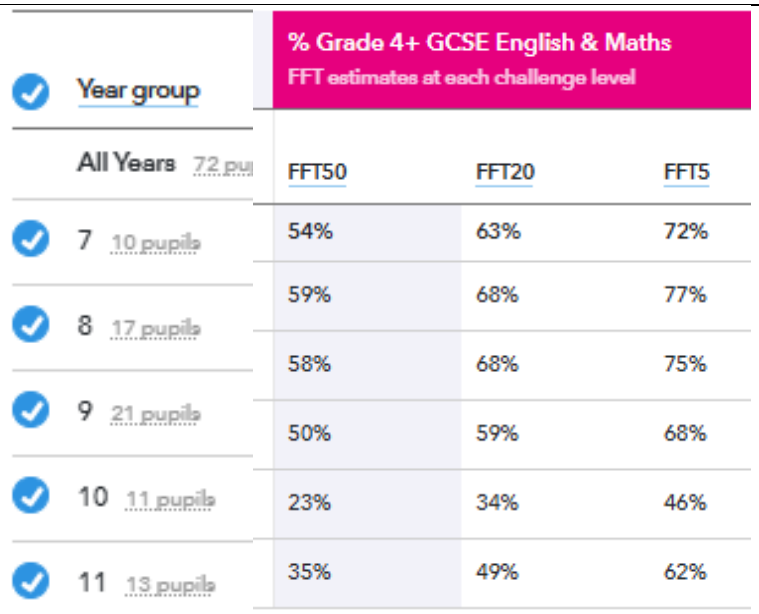
FFT indicates
<table>
<tr><th></th><th>%4+ GCSE EM 50th/20th %</th><th>%5+ GCSE EM 50th/20th %</th><th>A8 20th %</th></tr>
<tr><td>Year 11 PP</td><td>35/49</td><td>10/17</td><td>3.5.1 to 3.8(CATS)</td></tr>
<tr><td>Year 10 PP</td><td>23/34</td><td>5/9</td><td>2.8 – 3.1 (CATS)</td></tr>
<tr><td>Year 9 PP</td><td>50/60</td><td>28/36</td><td>3.2 – 4.7</td></tr>
<tr><td>Year 8 PP</td><td>57/67</td><td>29/39</td><td>4.24 – 4.5</td></tr>
<tr><td>Year 7 PP</td><td>59/ 68</td><td>35/44</td><td>4.32 – 4.57</td></tr>
</table></td></tr>
</table>

Attainment 8 Overall Grade
FFT estimates at each challenge level

Year group	FFT50	FFT20	FFT5
All Years 72 pupils	4.09	4.34	4.6
7 10 pupils	4.32	4.57	4.83
8 17 pupils	4.24	4.5	4.76
9 21 pupils	3.92	4.17	4.43
10 11 pupils	2.88	3.11	3.35
11 13 pupils	3.58	3.83	4.09

Basics % 5 EM

Year group	FFT50	FFT20	FFT5
All Years 72 pupils	30%	39%	48%
7 10 pupils	35%	44%	53%
8 17 pupils	33%	43%	53%
9 21 pupils	28%	36%	44%
10 11 pupils	5%	9%	14%
11 13 pupils	10%	17%	26%



<table>
<tr>
<td></td>
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<table>
<tr><th>Year group</th><th colspan="3">% Grade 4+ GCSE English & Maths
FFT estimates at each challenge level</th></tr>
<tr><td>All Years 72 pu</td><td>FFT50</td><td>FFT20</td><td>FFT5</td></tr>
<tr><td>7 10 pupils</td><td>54%</td><td>63%</td><td>72%</td></tr>
<tr><td>8 17 pupils</td><td>59%</td><td>68%</td><td>77%</td></tr>
<tr><td>9 21 pupils</td><td>58%</td><td>68%</td><td>75%</td></tr>
<tr><td>10 11 pupils</td><td>50%</td><td>59%</td><td>68%</td></tr>
<tr><td>11 13 pupils</td><td>23%</td><td>34%</td><td>46%</td></tr>
<tr><td></td><td>35%</td><td>49%</td><td>62%</td></tr>
</table>
Progress 8 + and /or better than National Non PP
Destinations – to ensure that results obtained allow for disadvantaged students to take their next steps in education – We strive for 0 Neet students
</td>
</tr>
<tr>
<td>Wellbeing - Resilience and Participation</td>
<td>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</td>
</tr>
<tr>
<td>Attendance – FSM /PP</td>
<td>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 6th form</td>
</tr>
<tr>
<td>Literacy</td>
<td>+ English VA
% 4 + English
%5+ English</td>
</tr>
</table>

	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
Alternative Provision	Ensuring a good education for children who cannot attend school because of emotional and mental health needs. We continue 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 To build and develop onsite support To use the Intervention leads to support these students /conduct risk assessments and ½ termly visits Improve academic outcomes for the most vulnerable students

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: £ 33,000 – staffing contributions

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Inclusion Hub Including the Green room/ Intervention room and Quiet Room *£10,000*	• The Green Room supports with all our challenges it is an inclusion room that provides academic flexibility for the vulnerable and those with anxiety, attendance issues. It support those with bespoke timetables and enable phased return Our green room facilitates the recommendations from academic research listed below: **http://definefine.org.uk/define-fine-parent-peer-support-for-school-attendance-difficulties/** • *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* • *A leave card to allow a child to leave a class.* • *Adjustments of the timings of the day, depending on the needs of the child e.g.* • *Arriving and leaving before the rush, a place to eat lunch, and break times with some friends if possible – Green Room and Reflection Room* • *An acceptance of some lateness, due to morning struggles, but being allowed to begin the day on a positive note.* • *A reduced timetable with very gradual increases of timetable, perhaps with reduced subjects or a flexible timetable, and allowing reductions again when necessary.* • *An alternative curriculum e.g ASDAN as required*	All

	• *Support to catch up with subjects missed through absences.* • *Recognition of their strengths and building on them.* • *Encouraging them to participate in the parts of school they enjoy.*	
Assistant Heads of year *7 TLRs @ £2,200 per year* *Year 7 – 2* *Year 8 –1* *Year 9 - 1* *Year 10 – 2* *Year 11 – 1* *Cost: £15,400*	EEF_Parental_Engagement_Guidance_Report.pdf (educationendowmentfoundation.org.uk) 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.	All
KS3 & KS4 Targeted intervention Lead *Contribution of per lead* *£8,0000 TLR*	Post Pandemic we have increased capacity within our pastoral teams to build in an additional roles on the same level as a Head of Year. This experienced pastoral leaders leads on some of the bespoke interventions/outreach work that we do with to support the most vulnerable students - including Pupil Premium. These staff will: • Co -ordinate mentoring (Peer to peer – we have around 100 + student mentors in the school) • Risk assess and review alternative provision/dual registration placements • Conduct home visits for persistent absentees/school refusers • Plan bespoke education packages for the most vulnerable, co-ordinating tuition, emotional support and reintegration	2,3,4,5

Support high quality 1st wave teaching and Metacognition skills	Staff INSET Rosenshine's principles – Non Costed To further our understanding of and and approach to metacognition we have looked at the EEF guidance. Our focus on oracy and Rosenshein have helped to scaffold metacognitive skills. In November 2024 we will have an INSET looking at key aspects of Rosenshine's 10 principles including : 3 Questioning – encouraging students to self question to build retrieval and metacognitive skills. *Research shows that students who ask themselves metacognitive questions such as "How is this similar to a previous task?" or "How can I improve for next time?" whilst completing a task perform better academically. This is because it forces them to think deeply about the material they've just learnt, which benefits their long-term memory.* The focus was on Retrieval , Scaffolding and Support in questioning to scaffold how to deliver of high quality structured talk in lessons https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://www.innerdrive.co.uk/guides/a-complete-guide-to-rosenshines-principles-of-instruction/	1,4
Implement the Oracy phase of the Literacy Teaching and Learning Communities INSET	Actions: Teaching and Learning Communities presentation Oracy – Autumn Term Staff Inset on Rosenshine – with sessions that include : • Positive structured Talk	1,4

	• Etymology • Self Questioning • Accountable To scaffold accountable high quality disciplinary oracy 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**	
Over Staffing	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
Whole staff INSET	To Identify an opportunity for a Keynote speaker to promote wellbeing /resilience	2,3
EBSA Training	INSET in EBSA to be cascaded to all teaching staff / pastoral Staff	2,3
Attachment training	To promote inclusivity and understanding of the behaviours of some students with challenging backgrounds • Whole staff Attachment theory - refresher • Whole Staff reminder on ACEs and Trauma https://www.teachfirst.org.uk/belonging-schools	2,3

	https://www.lancashire.gov.uk/send-specialist-teaching-service/resources/good-engagement-methods/	
We have also expanded our literacy support to include a member of staff to run and deliver 121 /small group interventions on Reading	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 • *Teaching and Learning Briefings - September & March 202/5* • *Ongoing review knowledge organisers /streamline key tier 3 word lists – Dyslexia/Literacy coach to work with departments across the year to look at how to teach key words – continuing* • *'an approach to improving literacy across the curriculum that emphasises the importance of subject-specific support' and goes on to explain that 'all teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects'.*	1,4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reviewing and maintain the Reading, Writing and Intervention strands of the Literacy	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 Continue to run targeted Interventions to support literacy based upon data from NGRT led by the School Led Tutor in Reading. Small group mentoring for KS3 students Small group mentoring for EAL students • 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 **Actions include or continue to include** • DEAR -Lessons in year 7,8	1,4

	• 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	
121 tuition English & mathematics £12,000 – School Led Tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • 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	1,4

	• In hours support from Math Tutor – based in the Green room running 121 and in Maths working with small groups /121 (School Led Tutoring) • Some out of Hours remote Tutoring – delivered by in inhouse maths teacher (School Led Tutoring) • Maths Mentoring – Free lead by 6th Form • LSA Maths Tuition team – before school sessions Reading and English tuition from in house support(see Literacy Plan) • Some 121 tuition from external provider alongside the school lead tutoring being run by the English Department	
Small Group tuition - Science /MFL/GEOG/PRE £1,000	Before school support in French /Spanish and German is available Science is planning to run small group tuition sessions for Key Year 11 students Geography is looking to run some small group tuition sessions EEF – Small group tuition +4 Months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.	1

Extended school day *Non Costed*	Opportunities include : KS3 Homework support Gym Sporting Activities Open studios KS4/5 – Art/Music Sporting clubs After school KS4 support sessions Drama productions	1,2,3
Academic mentoring – Peer Lead *Non-Costed – however to be led by the KS3 & KS4 targeted Intervention lead* *Peer Tutoring*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring 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: • 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. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. **Key findings** 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.	1,2,3,4

	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.	
Digital Learning *£2000 as required*	Chromebooks – these are supplied depending on need	1

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

Budgeted cost: £ *[£78,500]*

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Alternative Provision/Managed Interventions *£40,000*	Therapeutic, academic and engagement support via alternative provision from providers such as : JAC, Raw Mentoring, Steps to Success, Academy 21, Get Carting and College placements at Activate Learning / BCA - we will evaluate and then when the 2024 study is completed by EEF refer to this. 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 £1500	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 £15,000	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: £20,000	**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

£1000	Books for all	
Inclusion – Equality of access - Prom/ Yearbook/hoodies £500	Inclusion & Cultural Capitol – 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
Summer School £500	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	2,3

Total budgeted cost: £ 136,500

Part B: Review of outcomes in the previous academic

4 Year Tends	All National	All Wokingham (1725)	Disadv Nat	Disadv Wokingham (270)	Non PP Nat	Non DP Wokingham	Piggott Non PP	Piggott PP
A8	46.2 (48.8) (46.8)	52.6 (54.8) (50.9)	34.7 34.9 (37.6) (36.7)	33.8 37 (36) (36)	50 50.2 (52.8) (50.3)	55.2 55 (57) (53)	59.2 59.5 63.5 60.9	36.33 49.9 (56.6) (43.5)
%5 En & Ma	45 (50) (43)	60 (62) (53)	25 (30) (25)	28 33 (29) (24)	52 (57) (50)	64 (66) (57)	68 71 (82) (72)	25 42 (69) (36)
P8	0	0.38 (0.32) (0.25)	-0.57 -0.57 (-0.55) (-0.45)	-0.54 -0.43 (-0.64) (-0.53)	0.16 0.17 (0.16) (0.13)	0.45 0.51 (0.46) (0.38)	+0.73 0.82 0.85 (0.96)	+0.03 +0.27 (+0.87) (+0.20)

National and Regional comparisons			2022/23	2023/24
England		Average Attainment 8 score	35.1	34.7
		Average Progress 8 score	-0.57	-0.57
		Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	43.7%	43.7%
		Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	25.4%	26%
South East	South East	Average Attainment 8 score	32.3	32.1
		Average Progress 8 score	-0.78	-0.78
		Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	39.1%	39.1%
		Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	21.4%	22.5%
	Wokingham	Average Attainment 8 score	37.1	33.8
		Average Progress 8 score	-0.43	-0.54
		Percentage of pupils achieving grades 4 or above in English and mathematics GCSEs	50%	41.7%
		Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	33.3%	28.3%

Pupil Premium Cohort – July 2024

Pupils

Custom: Pupil Premium

12 Pupils | 6 Boys | 6 Girls

Baccalaureate

2 Pupils Entered - 16.67%

0.00% Standard 0/12

0.00% Strong 0/12

Subject Breakdown

	Eng	Ma	Sci	Hums	Lang
Entries	11	12	11	7	2
	92%	100%	92%	58%	17%
Standard	8	6	4	3	0
	67%	50%	33%	25%	0%
Strong	7	3	2	3	0
	58%	25%	17%	25%	0%

Summary

APS	Sci VA	Hums VA	Lang VA
2.75	-0.35	0.48	-1.82

English

	Entries	9 to 7	9 to 5	9 to 4
	12	0	7	8
Pupils	100.00%	0.00%	58.33%	66.67%
Entries	-	0.00%	58.33%	66.67%

Maths

	Entries	9 to 7	9 to 5	9 to 4
	12	2	3	6
Pupils	100.00%	16.67%	25.00%	50.00%
Entries	-	16.67%	25.00%	50.00%

Science

		Pupils	Entries
1 Science Entry	11	91.67%	-
Grade 9-4	4	33.33%	36.36%
2 Science Entries	11	91.67%	-
Grade 9-4	4	33.33%	36.36%
3 Science Entries	1	8.33%	-
Grade 9-4	1	8.33%	100.00%
Bio / Chem / Phys	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

MFL

		Pupils	Entries
1 MFL Entry	2	16.67%	-
Grade 9-4	0	0.00%	0.00%
2 MFL Entries	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

English & Maths Threshold

Both Subjects	42%	33%	English Only
	<5 5	4 5+	
	<4 3	3 4+	
	25%	25%	
Maths Only	8%	42%	Both Subjects
	4+ 1	5 4+	
	5+ 0	3 5+	
	0%	25%	

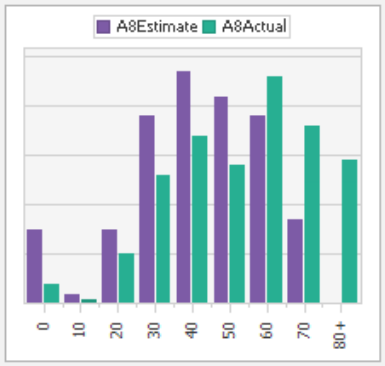
12 Pupils Entered in Both - 100.00%

Entries

9 to 8 - inc A*'s	(2.20%)
	2
9 to 7 - inc A*-A	(10.99%)
	10
9 to 5 - inc A*-B	(38.46%)
	35
9 to 5 - inc A*-C	(38.46%)
	35
9 to 4 - inc A*-C	(57.14%)
	52

Total	Average
91.00	7.58

Progress 8



	A8	P8
English	7.92	-0.1
Maths	7.33	+0.19
EBacc	8.67	-0.48
Other	12.42	+0.52
Overall	36.33	+0.03

Filled Slots	7	58.33%

2.42 Avg EBacc	2.67 Avg Other

Performance

	Pupils	Percent
5 Grade 4+	6	50.00%
Inc EnMa	5	41.67%
5 Grade 5+	2	16.67%
Inc EnMa	2	16.67%

The Progress 8 Estimates are based on the 2024 Provisional Estimates

Pupil Premium Cohort April 2024

Pupils

Custom: Pupil Premium

13 Pupils | 6 Boys | 7 Girls

Baccalaureate

3 Pupils Entered - 23.08%

7.69% Standard 1/13

7.69% Strong 1/13

Subject Breakdown

	Eng	Ma	Sci	Hums	Lang
Entries	12	13	12	8	3
	92%	100%	92%	62%	23%
Standard	9	7	5	4	1
	69%	54%	38%	31%	8%
Strong	8	4	3	4	1
	62%	31%	23%	31%	8%

Summary

APS	Sci VA	Hums VA	Lang VA
3.05	-0.06	0.64	-0.96

English

	Entries	9 to 7	9 to 5	9 to 4
	13	0	8	9
Pupils	100.00%	0.00%	61.54%	69.23%
Entries	-	0.00%	61.54%	69.23%

Maths

	Entries	9 to 7	9 to 5	9 to 4
	13	3	4	7
Pupils	100.00%	23.08%	30.77%	53.85%
Entries	-	23.08%	30.77%	53.85%

Science

		Pupils	Entries
1 Science Entry	12	92.31%	-
Grade 9-4	5	38.46%	41.67%
2 Science Entries	12	92.31%	-
Grade 9-4	5	38.46%	41.67%
3 Science Entries	2	15.38%	-
Grade 9-4	2	15.38%	100.00%
Bio / Chem / Phys	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

MFL

		Pupils	Entries
1 MFL Entry	3	23.08%	-
Grade 9-4	1	7.69%	33.33%
2 MFL Entries	0	0.00%	-
Grade 9-4	0	0.00%	0.00%

English & Maths Threshold

Both Subjects	38%	31%	English Only
	<5 5	4 5+	
	<4 3	3 4+	
	23%	23%	
Maths Only	8%	46%	Both Subjects
	4+ 1	6 4+	
	5+ 0	4 5+	
	0%	31%	

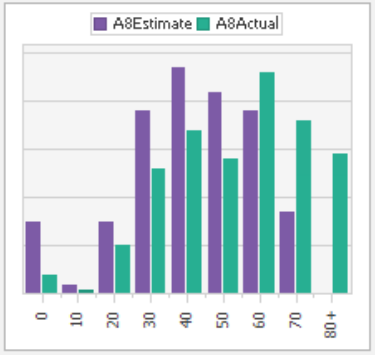
13 Pupils Entered in Both - 100.00%

Entries

9 to 8 - inc A*'s	(2.97%)
	3
9 to 7 - inc A*-A	(13.86%)
	14
9 to 5 - inc A*-B	(43.56%)
	44
9 to 5 - inc A*-C	(44.55%)
	45
9 to 4 - inc A*-C	(61.39%)
	62

Total	Average
101.00	7.77

Progress 8



	A8	P8
English	8.23	-0.01
Maths	8	+0.45
EBacc	9.69	-0.21
Other	12.92	+0.63
Overall	38.85	+0.21

Filled Slots	8	61.54%

2.46 Avg EBacc	2.69 Avg Other

Performance

	Pupils	Percent
5 Grade 4+	7	53.85%
Inc EnMa	6	46.15%
5 Grade 5+	3	23.08%
Inc EnMa	3	23.08%

The Progress 8 Estimates are based on the 2024 Provisional Estimates

Disadvantaged pupils

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

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

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	12	1893	462766
P8 score & CI	0.03 (-0.77 to 0.83)	0.45	0.16
A8 score	36.3	55.2	50
English & maths at grade 5+	25.0%	64.4%	53.1%
English & maths at grade 4+	41.7%	81.5%	72.7%
EBacc at grade 5+	0.0%	29.4%	21.6%
EBacc at grade 4+	0.0%	37.5%	29.7%
Entering EBacc	16.7%	50.7%	44.7%
EBacc Average Point Score (APS)	2.75	5.01	4.46
In education or employed for 2 terms after KS4 (2022 school leavers)	92%	96%	95%
Exam entries per pupil, all KS4 quals	7.6	8.6	8.2
Exam entries per pupil GCSEs	7.6	8.4	7.6

2024 – Attendance

Year 7	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	17	87.40	8.12	4.48	3.07	0.03
No Free School Meals	235	95.24	4.33	0.42	1.07	0.00
Pupil Premium	18	88.00	7.77	4.23	2.90	0.03
Not Pupil Premium	234	95.23	4.34	0.43	1.07	0.00
Year 8	**Pupils in group**	**Attendances**	**Authorised Absences**	**Unauthorised Absences**	**Late Before**	**Late After**
Free School Meals	21	77.90	17.99	4.11	5.45	0.49
No Free School Meals	236	93.95	5.45	0.60	2.28	0.00
Pupil Premium	24	80.09	16.26	3.65	5.20	0.43
Not Pupil Premium	233	93.94	5.46	0.60	2.27	0.00
Year 9	**Pupils in group**	**Attendances**	**Authorised Absences**	**Unauthorised Absences**	**Late Before**	**Late After**
Free School Meals	11	83.59	11.62	4.79	4.84	0.22
No Free School Meals	224	94.16	5.10	0.74	3.76	0.04
Pupil Premium	17	81.85	13.89	4.26	6.98	0.17
Not Pupil Premium	218	94.59	4.74	0.67	3.56	0.03

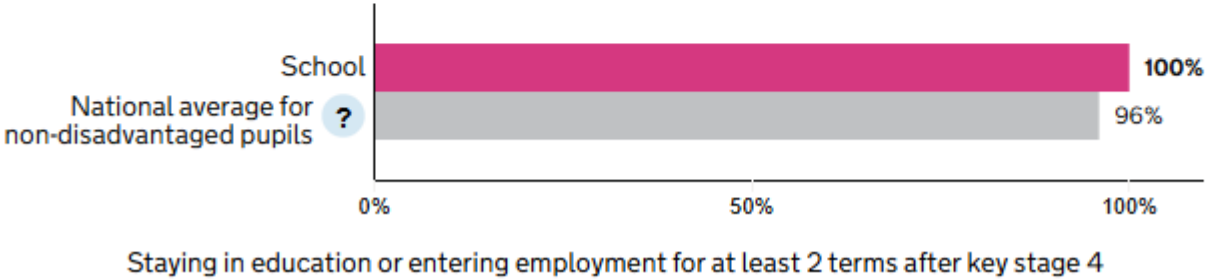
Year 10	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	14	71.63	18.69	9.68	8.28	0.14
No Free School Meals	205	94.34	4.98	0.68	3.24	0.03
Pupil Premium	16	73.60	16.95	9.44	9.80	0.21
Not Pupil Premium	203	94.41	4.97	0.61	3.08	0.03
Year 11	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Free School Meals	10	82.09	14.67	3.25	9.97	0.10
No Free School Meals	204	88.77	9.60	1.62	4.41	0.09
Pupil Premium	13	84.49	12.89	2.62	8.89	0.08
Not Pupil Premium	201	88.72	9.64	1.64	4.40	0.09

Percentage of disadvantaged pupils staying in education or entering employment after key stage 4 ?

This is revised data for 2020/21 (2019/20 leavers)

Number of disadvantaged pupils = 22

View as table



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?

- High quality 1st Wave teaching delivered by skilled subject specialists
- Metacognition and reflective learning delivered using Rosenshine's 10 principles
- 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

Externally provided programmes

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

Programme	Provider
Everlearner	Everlearner
Exampro	Exampro
Share Teach Learn	Share Teach Learn