

‘Love your neighbour as yourself.’ There is no commandment greater than these.”
The Parable of the Good Samaritan
Mark 12:31

The Piggott School & The Pupil Premium

The Piggott School’s values underpin the work that we do with pupils who are in receipt of The Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress. These barriers are often complex, so we provide bespoke practical, emotional, aspirational and academic support. 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

How are we measuring the impact of the pupil premium?

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

For detailed analysis of the Impact of last year’s Interventions please refer to the Action and Impact Plan Review 2019 - 2020

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.

Inclusion

The Piggott School prides itself on its inclusive and caring pastoral system. We use a range of in-house support as well as buying in counselling services, Behaviour management, Educational Psychologists. We work closely with local schools to look for alternatives to exclusion and have reciprocal arrangements with their inclusion facilities to try to avoid fixed term exclusion. WE also work with The Foundry with our more vulnerable students.

Our levels of exclusion both fixed term and permanent are significantly lower than national trends for all cohorts.

Destinations

All disadvantaged pupils in Key Stage Four receive Independent Advice and Guidance (IAG). Adviza

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.

All Year 11 pupils participate in careers activities days

For the more and most able the school we work with Wellington College on programmes such as the young engineers STEM days as well as the support offered for potential "Oxbridge" applicants and those wishing to apply for medicine Pupil Premium students are supported in their applications to The Wheeler Programme a five year support package aimed at the most able.

Destinations are tracked at Key Stage 4 & 5 with disadvantaged students regularly taking up placements at University.

Pupil Progress

Progress 8

Bespoke support is available for disadvantaged pupils of all abilities from the lower attaining to the more and most able. To this end we see progress as the key measure impact. Over a 5 year trend our year 11 gap data show that disadvantaged pupil's progress is usually than National non disadvantaged pupils. However we still have an in school gap which we track and monitor in order to close all gaps.

| Indicator | Year | Disadvantaged Pupils - National | Other Pupils National | The Piggott School Disadvantaged Pupils | The Piggott School Non Disadvantaged |
|---------------------|------|---------------------------------|-----------------------|---|--------------------------------------|
| Attainment 8 | 2020 | No Data Available | No Data Available | 50.23 | 63.78 |
| | 2019 | 38.6 | 50.0 | 45.04 | 61.03 |
| | 2018 | 38.2 | 50.6 | 53.26 | 59.02 |
| | 2017 | 38.6 | 50.5 | 41.13 | 59.55 |
| | | 2016 | 38.2 | 50.6 | 53.26 |
| | 2015 | | | 48.6 | 56.3 |
| 5 Year Av | | | | 48.58 | 59.9 |
| Progress 8 | 2020 | No Data Available | No Data Available | +0.49 (CAGs) | +1.26 |
| | 2019 | -0.45 | +0.10 | +0.33 | +0.97 |
| | 2018 | -0.40 | 0.13 | +0.61 | +0.78 |
| | 2017 | -0.33 | 0.12 | +0.21 | +0.94 |
| | | 2016 | | | +0.32 |
| | 2015 | | | -0.25 | +0.42 |
| 5 Year Av | | | | +0.38 | +0.84 |

Our Disadvantaged cohort

| | % of Cohort | PP | FSM | LAC | EAL | SEN | L | M | U | Mean PA SS | Non Mean PA SS | Mean CATs PP | Mean CAT Non PP |
|---------|-------------|----|-----|-----|-----|-----|---|----|---|------------|----------------|--------------|-----------------|
| Year 7 | 5% | 11 | 4 | 0 | 0 | 2 | 1 | 7 | 3 | | | 102 | 106 |
| Year 8 | 7% | 16 | 10 | 0 | 0 | 6 | 3 | 13 | 0 | 99.5 | 106 | 96 | 105 |
| Year 9 | 7% | 14 | 9 | 0 | 4 | 3 | 0 | 12 | 2 | 104.3 | 106 | 103 | 105 |
| Year 10 | 5% | 11 | 7 | 1 | 1 | 3 | 1 | 6 | 4 | 104 | 107 | 107 | 106 |
| Year 11 | 10% | 21 | 14 | 0 | 1 | 12 | 4 | 17 | 0 | 93 | 102 | 90 | 107 |
| Year 12 | 5% | 12 | 5 | 1 | 0 | 2 | 0 | 3 | 8 | | | | |
| Year 13 | 2% | 5 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | | | | |

COVID – 19 statement

This action plan should be read alongside the Covid Catchup Plan details of which are available on the website – The Covid Catch-up plan is a universal support plan.

In the Pupil Premium Plan this year we will prioritise catch-up using the National Tutoring Programme. We will look to expand English and Maths 121 Tutoring.

Curricular expansion will create additional capacity in the library in all year 11 option blocks for those students who need to drop a subject to prioritise core subjects using the NTP

We will increase the basic needs budget to support any FSM student who is self-isolating to provide a £15 per week subsidy to help with the additional costs of materials for home working, heating and food.

Key Provisions for 2020 – 2023 Include

Removing the Barriers to progress that are a result of COVID 19

- See Covid Catch Up Plan
- Audit of Digital needs – sept 2020 – chrome books to be purchased as required 4G routers to be distributed as required
- Review of In school Digital support to facilitate blended learning GCSE pod , Extended Ever learner to support blended learning
- Plan most effective of NTP support
- Look to employ
- Attendance – levels of anxiety about being in school are high in the disadvantaged cohort – outreach support , personal timetables, green room support and blended learning will be available for those who families are struggling to return to school life
- Well-being – ensure that student have access to “in house” anxiety and counselling support

Removing Barriers to equality of opportunity in order to build cultural capital and character.

- Support with co-curricular enrichment activities – activities day trips theatre visits etc. – When permitted
- Support with trips & overseas visits including exchanges- – this includes, Tall Ships, Tyr Abad, Ski Trips, Normandy, Warwick Castle Glamping, Holland, French German and Spanish exchange’s, China trip and many more - When permitted
- Support for D of E – all activities, including equipment if required - l ongoing
- Financial support with the Wheeler programme – more the more able students
- Music Tuition, as required, including funding for instruments and music exams.
- Run reward schemes – Prom Passport – linked to yearbooks and Prom tickets - When allowed
- Funded Gym memberships - When safe to resume

Addressing Basic Needs Removing Barriers to Attendance & Learning

- Tutor Mentoring scheme for all year groups – limited capacity as no sixth form
- 6th form Mentors to support with transition - When allowed
- 6th form mentors be embedded in departments– run via the school’s Green Room - When allowed
- Fortnightly in-house attendance meetings – with support from Education Welfare when required
- The Green Room – to support with bespoke timetables for those unable to attend on a full timetable
- 121 Anxiety, counselling & emotional /behavioural support available as a priority
- Support available with transport – if required
- Alternative provision funded for those with dual registration
- Pastoral support plans for those with low attendance
- Help with uniform costs
- Breakfast scheme
- Free lockers (& padlocks)
- Transport costs
- Equipment (pens, calculators – always available in the Green Room)
- Incentives – Including financial support for Exchanges, Overseas trips and educational visits.

Addressing Wellbeing - Emotional Barriers to Learning – Provision Included

- Counselling - provided by ARC
- Anxiety and Wellbeing guidance
- Behaviour Support
- Mentoring – all Disadvantaged pupils have a mentor these can be 6th formers, LSA, or Teaching staff
- Nurture tutor group – if required (Green Room)
- Nurture break facility – Green Room

Equality of Academic choice is Key - Removing Academic Barriers we provided

- Support with options choices – offering full subject choices supported by funding for materials, equipment, music lessons, overseas trips and exchanges ingredients etc.
- High quality 1st teaching with a focus on quality targeted feedback
- KS3 Literacy support – Accelerated Reader, 6th form subject mentors & DEAR
- One-to-one or small group English tuition
- One-to-one or small group Mathematics tuition
- Homework Club KS3 & KS4
- Green room - offering bespoke timetables and co-ordinating mentoring and support in Key Stage Four - All year 11 pupils will be offered support via this facility
- Revision support group
- Intervention subjects – Photography
- Intervention Parents Evenings
- Bespoke subject 121 including in Science and MFL
- After school support timetables for all year 11 pupils
- Revision packs
- Study Packs
- Numeracy support KS3 – from 6th form mentors

- English support programme
- Maths support Programme
- 6th form mentoring programme

To remove barriers of Low Aspiration and to promote the aspirations of the More Able

IAG (a range of support with developing aspiration and planning careers)

- Wellington College More able programmes – including the Wheeler project and STEM/STEAM days/ Russel Group University days
- Signposting to STEM pathways
- Signposting to Ebacc options – Including Mandarin
- Funding provided for trips and exchanges including China / Spain / France and Germany
- Double Language option pathways
- Triple Science and Further Mathematics options
- The Wheeler Programme – 5 year support plan run by Wellington College
- University visits to Reading University for year 9 – 11 more able students
- 121 careers support form “in house” specialist
- Bespoke visits to local colleges
- Careers days

Key Aspects of our support

- Trainee Heads Of Year (at least one per year group)
- Yearly surveys of disadvantaged pupils needs
- Department intervention and department representation at Intervention group
- Homework support in Key Stage 3
- Bespoke curriculums – GCSE Photography in KS4 – Language GCSE for EAL students to be funded including tuition if required for igcse
- Feedback – embedding the new PSHE/DIRT/FIT programme in years 7-10 aiming to build skills in metacognition and learning to learn skills.

- **Which provisions are most effective?**

- The Trainee Heads of Year – are key to our success
- High quality 1st teaching
- Bespoke plans with timely 121 or other intervention to support/remove barrier to progress
- Maths Support Plan
- Character building opportunities
- Individual teacher Interventions
- 6th form mentors
- The Green Room as a hub for wellbeing progress and inclusion

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.

Funding Allocation for 2020/21 - £ 97, 420

(EEF = Education Endowment Fund)

The National Tutoring Programme estimate £20, 000

A government funded initiative to support the catch-up of the most vulnerable students. This will be co –ordinated via the Green Room we will prioritise year 11 students and then filter to lower year s once establish. The programme in in hours support and can be 121 , small group it can be delivered remotely or in person – we will be aiming to focus on remote delivery in the additional library lessons that we have funded. – For example Fleet education services charges (with 75% discount) are as follows

Cost of 15-hour block with NTP subsidy applied

Cost per pupil

1-1 in person - £213.75

1-2 in person- £228.75 (£114.38 Per pupil)

1-3 in person - £243.75 (£81.25 Per pupil)

1-1 online £195.00 -£195.00 Per pupil

1-2 online £210.00 -£105.00 Per pupil

1-3 online £225.00

We will audit need and look to focus on English, Maths and Science support – NTP also offer Humanities and MFL

For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in." Matthew 25:35

The Green Room: £20,000 contribution

This facility supports disadvantaged and vulnerable students, especially those in Key Stage Four (KS4), who are at risk of underachievement, disengagement and non-completion of their GCSE courses. The Green Room is the central hub for the support of disadvantaged students. It enables students to have additional support (e.g. with coursework, preparation for assessments, Maths and English intervention) whilst also accessing some aspects of their GCSEs in class. Many of the students using this facility are on reduced timetables. The Green Room is staffed by a full time member of support staff who has significant experience of working with vulnerable and sometimes challenging students. Teaching staff from key subject areas or those with specific skills working with challenging students are timetabled for some lessons in the Room. The Green Room is open from 8am to 4.15pm (3.30pm on Fridays) including break times.

Costs: The Green Room is for all students at risk and not purely for disadvantaged students. That said, without a contribution from PP funding this facility would not be possible. PP funding therefore contributes £18,000 per annum to the overall cost of £34,000.

Revision Support £4,500

Every opportunity is found to support the disadvantaged pupils with revision this includes Activities Days – Year 10 & Year 11 Super Skills Study Day and Exam Busters - costs covered. Revision Packs, Revision Cards & Guides are provided for pupil premium pupils in many subject areas. E Learning – Apps such as samlearning, mymaths, Seneca, etc. are used to support revision.

Learning Packs - £4000

Many departments make learning packs available to boost engagement and inclusion. e.g Year 10 English Pack
Budget: £2000

Trainee Head of Year Posts (THOY) 5 @ £1500 p.a.= £9,000

Six of our teaching staff have been appointed as Assistant Heads of Year (AHOY) – each having oversight of the disadvantaged pupils within their year group. This is an expansion of the Pupils Premium Champion role. THOY have responsibility for mentoring, tracking of the progress, attendance as well as the wellbeing and conduct of their cohorts. They conduct surveys to assess need and will liaise between school and home to ensure our pupils have the best support possible.

Budget: 5 @ £1500 p.a.= £7,500

Mentoring (EEF - +1) (post Covid Only)

Mentoring is co-ordinated by via The Green Room – all Disadvantaged Pupils are offered a wellbeing mentor / transition mentor and are seen according to need either on a weekly, fortnightly or 1/2 termly basis. We also use subject teachers and the THOY to mentor in tutor time for those with a higher level of need. Our mentoring team is to be expanded this year to work upon the positive impact of Maths and Science 6th form academic mentors – The Green room will co-ordinate all mentoring strands staff mentors,

Cost: Our contribution to the disadvantaged pupil mentoring budget is £1,000 p.a. to include the cost of training the 6th formers/staff time in tutor time

Literacy:

Bespoke timetable & and Literacy Year 7 & 8

As a result of information acquired at transition two classes of Y7 & Y8 students are not required to study two foreign languages, only one. These students receive intensive, small class literacy and numeracy support in their '2nd language' class and also as a discrete English class. The small number of students involved requires these classes to be additional to our usual provision.

Cost: (3 hours) in both halves of Year 7 plus (4) hours in both halves of Year 8 = 38 hours of specialist teacher time per week = £14,000 p.a. As this provision also benefits non-PP students the PP budget contributes 50% = £7000 p.a.

Reading Buddies (Peer mentoring EEF Impact +4) Post Covid Only

Year 7 pupils (including all disadvantaged pupils) are buddied with year 10 pupils in morning tutor sessions to support with reading. This is supported by the English Department LSA team. (Non Costed)

Accelerated Reader contribution of £1500 out of overall cost of £4000

The school uses the accelerated reader programme in year 7 & 8 to boost the reading skills and literacy levels of all disadvantaged pupils

Careers:

In House Guidance Contribution £1500 per year

To support students who may otherwise be NEET we have amended the role of one member of staff who has significant experience of working with vulnerable students as an LSA. Her role now is specifically to support the member of staff with responsibility for careers and she works with students, staff and external partners to offer support and guidance to disadvantaged students.

Independent Advice and Guidance Contribution £ 1, 500 p.a.

All disadvantaged pupils in year 11 are prioritised by the independent Careers advice that the school purchases. Support can include help with application forms and the organisation of visits to local colleges.

Curriculum Intervention – Bespoke courses offered in KS4 - Not running 2020

When required we will look for creative solutions for our disadvantaged pupils – following the success of last years intervention the Photography GCSE has been expanded into two option blocks in year11 and into one in year10. The photography course has been set up solely to cater to disadvantaged pupils and currently has 5 of the 11 cohort .

Personalised Tuition – 121 (EEF Impact+5) Our personalised tuition budget for disadvantaged students is £1,000 p.a.

Where required our disadvantaged students receive individual/ small group specialised tuition. This is offered in a number of subject areas as required - Following positive impact from the PEP process we will look to use Tutor Doctor to support the most needy cases. .

Budget: Our personalised tuition budget for disadvantaged students is £500 p.a.

Basic Needs (EEF Impact 0) £5000

In recognition of increasing hardship we will increase this allocation to ensure that disadvantaged students have access to uniform, equipment, learning apps, transport costs & revision resources to encourage inclusion and remove barriers to learning and inclusion

Enrichment: (EEF - Arts+2, Outdoor Adventure +3 Sports +2) Budget: £5000 – anticipating positive Covid news 2021 ! .(can be increased if required)

Our PP provision covers the costs of some school trips, enrichment activities and visits to broaden the life experiences of disadvantaged students.

Year 11 Reward Scheme - Prom Passports

Prom passport system /gym memberships /yearbooks

£1500

Counselling, Mental Health & Well Being (EEF +4)

ARC – Counselling Service

We continue to buy in counselling provision to specifically help disadvantaged students with mental health and wellbeing. When required DP pupil shave priority sessions,

Budget: £1500 p.a.

Anxiety & Well Being – In house support (M Moody) (EEF+4)

We have increased our counselling provision and external support budget to specifically help disadvantaged students with mental health/anxiety. When required DP pupils have priority sessions.

Budget: £1500 p.a.

Behaviour Support (EEF + 4)

Our behaviour support package includes the usual in house pastoral support via the Heads of Year and the Pastoral Support Plans that we run. The school also works with other Wokingham schools on inclusion programmes, including the fixed term transfer programme and the FAPP meetings facilitating managed moves to enable inclusion of the most vulnerable in mainstream education.

121 Behaviour Support

When required PP pupils can access priority sessions from our behaviour support specialist for 121 guidance and support with their behaviour

Budget: £1500 p.a

Learning Support Assistants (English and Maths)

LSA provision is embedded in English and mathematics to further assist disadvantaged students either in the classroom /small group situations

Cost: £5000 English / Maths £5000

Homework Support: (EEF +5)

The library is available to offer guidance with homework each night – however we are encouraging departments to run their own support sessions as well as to set attainable homework tasks that can be accessed by all.

Feedback (EEF +8)

High quality feedback is a key tool in “closing the gap” Whilst most of this is a non- costed provision it remains a whole school priority. It remains an item on in house INSET,

Non Costed

Learning to Learn (EEF -+8)

Skills in metacognition are being embedded through staff training

PSHE curriculum has built in time to build DIRT /FIT skill as well as build self-learning/metacognition skills

Zero Cost

Tracking Progress

All DP pupil's progress is tracked with from KS4-5. Using 4 Matrix. Our Data Manager provides tracking data in KS3. In English and Maths we use FFT Proof of Progress Tests to track progress from the end of KS2 scaled scores to end of KS3 (year 8). DP pupils are tracked as a separate cohort with FFT POP providing independent tracking data.

Non Costed

Exam Remark Scheme

All DP pupil marks to be reviewed – prior consent sought and remarks obtained when close to key grades /boundaries – most notably in core subjects.

Breakfast Scheme

All DP pupils surveyed to identify need and if required breakfast scheme offered

£2,000

Bring Your Own Device/E learning (EEF +4)

All DP pupils surveyed to identify need and if required tablets purchased.

Loan Laptops to be available to those with exam concessions?

£2,500

121 to support vulnerable pupils educated elsewhere – £10,000

Music

Food

Non-Costed provisions:

- Targeted DP discussions at every parents' evening
- Intervention evenings – 1 held in year 11 – 1 to be scheduled Year 10 all pp pupils are included (EEF +3)
- Staff training in raising attainment and achievement strategies.
- Regular briefings on DP
- Continued SLT focus on raising the achievement of DP students. (DP are an aspect of all work scrutiny)
- DIRT & FIT
- Feedback Loops
- Data tracking – 4 matrix is used to track gap data allowing for greater accountability and more precise intervention.
- Surveys of all DP pupils
- DP targets set and reviewed as a part of Performance Management

- Senior Teacher – KTN – has clear responsibility for the DP cohort
- Transition support KS2=3
- Weekly intervention group meetings lead by SLT involving AHOY/HOKS/Dept DP reps as required
- 6th form mentoring scheme

PUPIL PREMIUM ACTION PLAN 2020 – 2023

Pupil Premium at The Piggott School

Budget £ £ Secondary 97, 420 potential spend circa £105, 000 – But flexibility will be required due to the ever-changing situation with COVID – 19

Planned Expenditure

| Intervention | Details | Cost | Target group | Success Criteria /Impact | Priorities/Key Actions 2016 - 2017 | Evidence | Next steps |
|--|---|--|--------------|--|--|--|------------|
| National Tutoring Programme | To uses the NTP to support he catch-up of PP students Catch up initiative only | £15, 000 | KS4 /3 | Students make progress in English Maths Science | <ul style="list-style-type: none"> Identify cohort to access NTP – this runs in school hours – these students would need to ideally drop one option that they are struggling with post lockdown to enable time for 121 /small group work in English Maths Science This will be co-ordinated by the Green Room and use the CZ lessons that are for catch up in the Library | | |
| The Green Room Green room /DP LSA support | In school facility for vulnerable students. LSA's to work in either the green room or embedded in key lesson | £20,000 from DP funding {£34,000 cost overall} LSA costs per hour | KS4 | Positive P8 Score Attendance DP vs Non DP % (Nat) Positive P8 Score DP cohort Progress data No Permanent Exclusion (DP cohort) Post 16 numbers in 6 th form Post 16 destinations Better intervention and liaison GR /Depts | <ul style="list-style-type: none"> All Year 11 mentored and supported To ensure year 10 pupils have support via the Green Room from September 2019 Bespoke timetables tracked & coordinated Co-ordination of 1:1 support for English and Maths Intervention tutor group for revision period Mentoring from GR Co-ordination of DP support during revision period Equipment bank – To run the DP provision map engagement and making pupils “learn ready” Learn Ready – Counselling Investigate Green Room LSA – One LSA has allocation for Maths Intervention in GR LSA is embedded in Green Room to offer support with mathematics | Progress 8 Attendance Inclusion Data | |

*For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in." Matthew 25:35*¹⁵

PUPIL PREMIUM ACTION PLAN 2020 – 2023

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|--|---|--------------------|-------------|--|---|---|--|
| Revision Support | To support pupils metacognition & ability to learn /revise. | £4,500 | KS4 | Positive P8 score Positive A8 score %4+ GCSE E & M %5+ GCSE E & M % 7 + GCSE E &M No Needs - post 16 Build robustness Post 16 University placements for MA DP | Activities Days – e.g Exam Busters funded for disadvantaged cohort Revision packs – HODs Revision Guides and Books E learning support Support with revision timetables – GR Intervention Evenings – All DP students – HOKS4 Afterschool DP department Intervention monitored via prom passport - NW Exam booster sessions = Dept Reps /HODs Walking Talking Mock/Mark programme HOKS4 | Progress 8 Results Data Post 16 Destinations | |
| Trainee Heads of Year | 7 THOY to assist with the DPs in each cohort. | £9000 6 @£1,500 | KS3/4 | Survey Data to assess need Mentoring allocation Attendance data Inclusion data Progress data Parental attendance at parents' evenings to match non DP | Duties include Surveys in Sept to establish need progress & attendance tracking Behaviour tracking Mentoring Case studies on all pupils managed tracking provision Tracking of inclusion /enrichment /trips- remove barriers to learning build character and cultural capital. Support with basic needs Attendance at parents' evenings | | |
| Curricular expansion – Extra English and maths teaching groups | Review the setting and curriculum for all year groups. | £7000 contribution | KS3/4 | Curriculum models maximise student achievement. | Enable 121 in Dept or Groom Small group work English and Maths Data indicates high impact attainment and progress sig + comp national data. GR to help co-ordinate support | | |
| Out of hours 1-2-1 or 1-2-small tuition in Maths | DP receive personalised tuition in maths GCSE | £500+ | KS4/ KS3 | <ul style="list-style-type: none"> • %4+ 5+7+ FFT 20th • % target met • % retained for post 16 mathematics to reflect non DP cohort | LSA 121 Green room 121 RG Tutor Time Maths support Teacher lead 121/small group Additional use of Schools Direct and PGCE students Maths to use additional staffing (curricular expansion) to free up key individuals to provide 121 targeted intervention Also for some individuals home 121 tuition as required | | |
| Out of hours 1-2-1 or 1-2-small tuition in English | DP receive personalised tuition | £500 | KS4/ KS3 | Students make 3 levels of progress/ achieve their attainment 8 grade. | Intervention organised & lead by English 121 from English LSA team 121 in Green room from overstaffing of English | | |

PUPIL PREMIUM ACTION PLAN 2020 – 2023

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|--|--|--|--------|---|--|---------------------------------------|--|
| | in English Language GCSE | | | | English Dept to use additional staffing (curricular expansion) to free up key individuals to provide 121 targeted intervention Additional use of School Direct & PGCE students | | |
| Year 12 Learning mentors | DP receive in class support from 6 th Form Mentors | Non-Costed | KS34 | Students achieve their target grades/ levels each year. Year 12 to support pupils Learn Ready skills and build robustness and engagement | Department HODs and THOY identify year 12 pupils that can support key DP in lessons No more than one session per fortnight for each year 12. Currently we have around 70 sixth form mentors including languages, maths science business studies and history alongside pastoral mentors | | |
| Mentoring Teacher /LSA and Year 13 Peer mentoring | All DPs have access to a learning mentor Staff Mentors KS3/4 /LK/SSc/ | ARC training Day Teaching mentors 1 hour per fortnight | All KS | Transition report data positive Year 7 Inclusion data Attendance Data Improved Meta Cognition – learn to learn skills | Train and support the year 13/12 mentor team – currently around 20 trained mentors Organise training on INSET day for year 13 AHOY to allocate mentors 6 th Form /Teacher or LSA allocated Intervention group to review mentoring to look at scaffolding successful meetings. Plan and structure 6 th form topics/questions to support mentoring AHOY to RAG all DP pupils according to need to prioritise support A week each ½ term too be set aside to write up mentoring notes on case /studies | To be resumed Post Covid Restrictions | |
| Basic Needs: Equipment and Resources | DP are provided with essential equipment, resources and materials | £5000 | KS34 | Pupils can access all areas of the curriculum Barriers to learning removed Robustness and Resilience Attendance and Inclusion Equip marks | Barriers to learning removed THOY to work with student and parent to meet transport, uniform and other basic needs as required. Assessment is that the processes involved in basic need support was unclear. Tracking of spending needs to be firmed up | | |
| Year 11 Reward Scheme | All year 11 pupils attendance in after school support to be tracked using Prom | £1500 | KS4 | Incentivise learning & engagement Attainment and progress data Resilience in year 11 | Hoodies, Year Books and Prom to be offered as a reward to year 11 PP students All to have yearbook, Hoodie and access to the Prom including transport etc | | |

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PUPIL PREMIUM ACTION PLAN 2020 – 2023

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| | Passport - rewards for attendance could include/engagement include = Prom Ticket /yearbooks/Leavers Hoodies/Gym Membership | £70 per student in Year 11 | | P8 /A8 | | | |
| Learning Packs | Many Departments create learning packs of resources for DP pupils | £4000 | All | P8/A8 Incentivise learning Remove barriers | HODs.THOY, Class teachers, Green Room to purchase books, calculators, art/dt materials as required | | |
| Co Curricular Enrichment To build character and cultural capital | DP can apply for funding/support for enrichment activities, music tuition and school trips. | £10,000 | KS34 | Increased engagement & achievement. % attendance on trips and activities to be tracked All KS3 DP to attend trip/visit All KS3 DP to try a club/enrichment activity KS4 all students to have appropriate curriculum support /enrichment Remove aspirational barriers Neet 100% of PP pupils to participate | <ul style="list-style-type: none"> Funding/payment support provided for residential trips and school trips (FSM) Attendance on enrichment activities to be tracked by THOY Trip letters to contain DP/FSM statement | | |
| Music Lessons | DP students to have access to Berkshire Maestro's music lessons | £5,000 | | To remove barrier to inclusion To improve aspirations to support the more able To increase access to Music GCSE and beyond | <ul style="list-style-type: none"> Music Department to identify and support DP students wishing to take music lessons This is not dependant on the taking the subject at GCSE it could be enrichment Pupils taking GCSE should have music lessons funded if required | | |
| Ingredients for Catering | Ingredients ordered for DP pupils via weekly ASDA order | £500 | | To remove barrier to inclusion | <ul style="list-style-type: none"> Food technician to liaise with Teaching staff and students to purchase ingredients as required | | |
| Careers Advice IAAG - ADVIZA | Extra time for PP students with the careers advisors both external and in house | £1500 ADVIZA £1,500 | KS4/K S5 | No NEETs at post 16 Post 18 - University placements/Apprentiships /work placements organised for all past DP | <ul style="list-style-type: none"> To offer support in attendance at careers fairs All DP seen by Adviza/CVB Support as required with college visits /University visits | | |

PUPIL PREMIUM ACTION PLAN 2020 – 2023

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| <p>& In House Support</p> | | | | | <ul style="list-style-type: none"> • All post 16 seen by In house team& given support plans • All attend in school careers ACT day • Destinations tracked in KS4/KS5 • All Receive IAG • Support via bursary with University Open Days | | |
| <p>Literacy</p> | <p>To close gaps in KS3</p> <p>Literacy Intervention in year 7</p> | | | <p>Pupils access the curriculum Reading ages rise Removes barrier to learning across the curriculum</p> | <ul style="list-style-type: none"> • Pupils with low scaled scores/reading ages to have literacy support in intervention timetable. This is initially done by having only one language options – with the ability to return to two languages as and when able to. | | |
| <p>Accelerated Reader Scheme/DEAR</p> | <p>All students in Years 7 & 8 and the low attainers in Year 9 have access to accelerated reader. PP funding covers part of this cost.</p> <p>Year 7 Reading Buddies intervention supported by English LSA team Year 10 work on a weekly basis with key year 7 students to listen to them read</p> | <p>£1500 out of total spend £4000</p> <p>LSA time</p> | <p>KS3</p> | <p>Increase in reading ages. Increase in reading for pleasure. Literacy across the curriculum</p> <p>Transition and Resilience for year 7 & Year 10 DP pupils who support if appropriate</p> | <p>Held in DEAR lessons</p> <p>organise train and support year 10/year 7 & LSA team</p> <p>To offer before school support with Reading Buddies/AR</p> | <p>On Hold until Post Ovid Restrictions</p> | |

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| English LSA Mentors | 3 LSA's to support in Tutor time and lessons to be embedded in the English Department | £5000 p.a contribution | KS3 & KS4 | To support with 121, literacy, Reading Buddies etc. | | |
| Maths LSA Mentors | 3 LSA's to support in tutor time and in lessons with 121 booster sessions | £5,000p.a contribution | | To co – ordinate maths 6 th form mentors and to work 121 with students | | |
| Counselling & Mental Health service ARC | Extended counselling provision for PP students | £1000 | KS345 | Priority service Better mental health for all DPs Attendance data PA Data Robustness at key times Neet Data Post 16 Destinations | ARC services purchased In House provision is ongoing SLT lead To track DP access and attendance at this support | |
| In House Support 121 wellbeing and Anxiety | To build resilience in DP and try to make them "ready to Learn | £1000 – towards costs | KS345 | | | |
| Behaviour management 121 – Offered by External Support | Extended support for DPs with complex needs To build resilience in DP and try to make them "ready to Learn" | £1500 contribution | KS34 | Priority Service Better mental health for all DP Zero Perm Exclusion DP Zero Fixed term Exclusion DP Aim to resilience required to learn GR to track W/unit data Behaviour marks tracked by THOY | KTN to track DP access and attendance | |
| Parental engagement programme | Co-ordinated parental engagement programme led by the THOY | Non Costed | KS34 | Parents aware of support strategies for students. | Additional parents evenings in place in Key stage 4 All parents contacted with welcome letter by THOY All parents contacted at each parents evening | This now offered online |
| Feedback loops & Learning to learn | Whole staff focus on feedback loops | Non costed | KS345 | Developing staff professional skills. | T&L group clear emphasis on good quality feedback to students | |

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|---------------------------------------|--|--|-------|--|--|------------------------------------|--|
| (Metacognition and self-regulation) | integrating this into our everyday practice Pupils are equipped with learning to learn and self-review skills | | | Pupils are equipped with learning to learn and self-review skills | DIRT and FIT training for all staff at INSET & T&L briefings DIRT & FIT time embedded into curriculum Self = review and mentoring built into PSHE programme | | |
| Homework monitoring | Whole staff focus on homework setting, completion, marking, feedback. | Non costed | KS3/4 | Appropriate, challenging homework is integral to every day at TPS. Homework scrutiny . | Depts to set accessible homework tasks | | |
| Homework Club | Students have a facility to undertake homework at school | Non costed – students signposted to the whole school support | KS3/4 | Reduction in homework defaults leading to greater engagement and increases in results. | SEN homework club is run in the Library Monday – Thursday The Library is staffed and open from 8.00am every morning and until 4.00p.m every day except for Friday Homework set should be inclusive & department clubs/support to be available Is LSA support available for KS3? SLT lead to investigate options | | |
| Bespoke 121 subject support | 121 in hours support as required e.g 121 German tuition /121 | £1000 | KS4 | Progress is measured by increased grades and results | 121 German or other subject support as required | May resume post COVID restrictions | |
| BYOD | Bespoke support for those who need laptops/ipads/Wi-Fi connectivity Digital Learning | £10,000 £4000 Contribution | KS3/4 | All DP students should have equality of access to electronic devices /Wi-Fi From previous plans we were going to offer GCSE pod to all DP pupils so that they could access revision and leaning materials from home, phone or during green room | ALL PP students audited Sept 2020 to determine if they have suitable online access for blended learning Laptops will be to any PP students requiring home access GCSE Pod – Ever learner purchased for all year groups to help home learning/ blended models | | |

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| | | | | sessions. This is now a universal service funded via catchup with a PP contribution | | | |
| Breakfast Scheme | PP students have daily allowance in canteen | £3500 | KS3/4 | Increase in attendance and engagement with learning. Improved punctuality = pupils ready to learn | This is a growing area of demand – to be revived following survey results – pupils happier to engage with support | | |
| Educated Off site support for the most vulnerable DP students | For those who attend BCA , require home tuition or other external providers | £15,000 | KS3/4 | Engagement and learning opportunities for the most vulnerable | | | |
| Tracking Progress | 4 Matrix is used to track in year data from year 7-13 via report termly report data ALPS Connect to be used post 16 | Non costed | KS4 /5 KS3 | Increase staff awareness of gap data at a classroom level Increase accountability To track progress gap data from Year 7 | Staff INSETs THOY to use data to help with early interventions | | |
| Alternative Provision - if required | Tuition costs for vulnerable students educated elsewhere | (£15, 000) as and when required | KS4 & KS3 | To support costs for students educated elsewhere e.g BCA, The Foundry via 121 | To support those DP students who are unable to access mainstream education or need additional alternative provision as and when required | | |
| Mentoring | To enhance the mentoring programme to include transition, academic and wellbeing | Already costed | | To run the mentoring from The green Room | <ul style="list-style-type: none"> To co –ordinate the mentoring provision To ensure all are trained , safeguarding delivered To run different pathways of mentoring | | |
| More Able Support | | Costs embedded in Action Plan | KS3/4 /5 | Wellington College courses for the more able University Open day visits &+ intervention and Walking talking mocks More able Intervention Evening Careers Support | <ul style="list-style-type: none"> Courses and students matched Transport funded as required | | |

Target Data

FFT Target Data is used to support our robust tracking of progress – FFT data excludes ELAC and LAC pupils

| | Pupils | FFT Benchmark Estimates | | | |
|----------------------------------|--------|-------------------------|----------------|--------------------|-----------|
| | | Average FFT 50 | High FFT 20 | Very high FFT 5 | My School |
| Attainment 8 Overall Grade (9-1) | 16 | 3.9 | 4.4 | 4.8 | 4.7 |
| Attainment 8 English Grade (9-1) | 16 | 4.4 | 4.8 | 5.3 | 5.0 |
| Attainment 8 Maths Grade (9-1) | 16 | 3.6 | 3.9 | 4.3 | 4.3 |
| Attainment 8 Ebacc Grade (9-1) | 16 | 3.9 | 4.3 | 4.7 | 4.8 |
| Attainment 8 Open Grade (9-1) | 16 | 4.4 | 4.7 | 5.1 | 5.1 |
| Attainment 8 Ebacc Entries | 16 | 2.8 | 2.9 | 2.9 | 2.9 |
| Attainment 8 Open Entries | 16 | 2.8 | 2.9 | 3.0 | 2.8 |
| % 5+ GCSEs Grade (7-9) | 16 | 4% | 7% | 11% | 10% |
| % Grade 4+ GCSE English & Maths | 16 | 44% | 57% | 68% | 71% |
| % Grade 5+ GCSE English & Maths | 16 | 21% | 29% | 37% | 40% |

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| | | Average Grade (9-1 scale) | | | | | | |
|---------------------------|----|---------------------------|----------------|-----------------------|----------------------|----------------------|-------------------------|--------------------------------|
| | | Benchmark estimates | | | School targets | | | |
| Pupils | | Average FFT 50 | High FFT 20 | Very high FFT 5 | Own post progress | Aggregated target | % pupils with target | Difference to estimate (50) |
| Art and Design | 12 | 4+ | 5- | 5 | 5+ | 5+ | 100% | 1 |
| Business Studies | 5 | 4- | 4+ | 5- | - | 4- | 100% | 0 |
| Citizenship | 1 | 5 | 6- | 6+ | - | - | - | - |
| Computing | 1 | 3 | 4- | 4+ | 5 | 4 | 100% | 1 |
| D and T Food Technology | 6 | 4 | 5- | 5+ | 5- | 4 | 100% | 0 |
| Dance | 5 | 4+ | 5+ | 6- | - | 6- | 100% | 2 |
| Design and Technology | 1 | 3 | 4- | 4+ | 3+ | 4 | 100% | 1 |
| Double Award Science | 16 | 4- | 4 | 4+ | - | 4- | 94% | 0 |
| Drama and Theatre Studies | 1 | 4- | 4+ | 5 | 4+ | 5 | 100% | 1 |
| English Language | 16 | 4 | 4+ | 5- | 4+ | 5 | 100% | 1 |
| English Literature | 16 | 4 | 5- | 5 | 5- | 5 | 100% | 1 |
| French | 1 | 5 | 6- | 6+ | 6+ | 6 | 100% | 1 |
| Geography | 7 | 4- | 4+ | 5 | 5- | 5- | 100% | 1 |
| German | 1 | 5- | 5+ | 6 | 5+ | 6 | 100% | 1 |
| History | 5 | 3+ | 4 | 5- | 5- | 4+ | 100% | 1 |
| Mathematics | 16 | 4- | 4 | 4+ | 4+ | 4+ | 100% | 0 |
| Media/Film/TV Studies | 8 | 4+ | 5 | 6- | 6- | 5 | 100% | 1 |
| Music | 2 | 4- | 4 | 5- | 4- | 3 | 100% | -1 |
| PE | 2 | 4- | 4+ | 5 | 5- | 5 | 100% | 1 |
| Psychology | 1 | 4+ | 5 | 6- | - | - | - | - |
| Religious Studies | 16 | 4 | 5- | 5+ | 4 | 5- | 100% | 1 |
| Sociology | 1 | 5- | 5+ | 6 | - | - | - | - |
| Spanish | 1 | 3 | 3+ | 4 | 4- | 4 | 100% | 1 |

"For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in." Matthew 25:35-40