

## Required information

Gillotts School  
Gillotts Lane  
Henley-on-Thames  
Oxfordshire RG9 IPS  
01491 574315

Enquiries should be addressed to Mrs M. McWhinnie, PA to the Headteacher

Headteacher: Ms Catharine Darnton  
Chair of Governors: Mr David Gorsuch, who may be contacted through the Clerk to the Governors, Glynis Smith [gsmith@gillotts.org.uk](mailto:gsmith@gillotts.org.uk), at the school  
SENCo: Miss Claire Collyer, [ccollyer@gillotts.org.uk](mailto:ccollyer@gillotts.org.uk)

Gillotts School is a registered company limited by guarantee - Company registration number 07954417 -  
Registered address: Gillotts Lane, Henley-on-Thames, Oxon RG9 IPS

*Non nobis solum – Not by ourselves alone*

Gillotts is a high performing, innovative school where every student is valued as an individual, and is supported and encouraged to achieve their potential. We pride ourselves on being inclusive of all, developing academic achievers and individuals who make a positive contribution to society now and in their future lives.

The school's policies can all be accessed from the home page of our website [www.gillotts.org.uk](http://www.gillotts.org.uk):

- **Behaviour for Learning Policy**
- **Anti-bullying Policy**
- **Admissions Policy**
- **Curriculum Policy** – this includes the list of courses running at KS4 along with the qualifications they lead to
- **Special Educational Needs Policy**
- **Access Plan**
- **Equality Duty and Objectives**
- **Charging and Remissions Policy**
- **Complaints Policy**

The school's most recent **Ofsted report** accessed from the home page of our website [www.gillotts.org.uk](http://www.gillotts.org.uk).

The 2019 Key Stage 4 results are at  
[www.compare-school-performance.service.gov.uk](http://www.compare-school-performance.service.gov.uk)

In 2019:

- The Progress 8 score was 0.58 which is well above average
- Attainment 8 score was 55, meaning students achieved grade 5.5 on average
- 62% of students achieved grade 5+ in both English and mathematics
- 58% of students entered for the English Baccalaureate
- The average point score on the English Baccalaureate was 5.1
- 92% of students stayed in education or entered employment (2017 data – provisional)

The **content of the curriculum** for each subject at key stage 3 can be accessed from the home page of our website [www.gillotts.org.uk](http://www.gillotts.org.uk). Further information can be obtained from Dr E.J.Newbold, Deputy Headteacher.

An annual report on SEN, disability and equality is included in the Annual Report to Parents, which can be accessed from the Governors page of our website [www.gillotts.org.uk](http://www.gillotts.org.uk).

The Pupil Premium strategy is subject to ongoing review but is formally reviewed by the Governing Body each December.

## Pupil Premium

Academic Year 2019-20

Allocation: £60,775 (for 01 April 19 – 31 Mar 20)

Spending: £118,673

Outcome	Activity	Description	Cost
Improve the progress of disadvantaged students in English and mathematics so that it is as good as all other students nationally	English and mathematics intervention – Years 7-9	This is led by the English and mathematics Subject Leaders and delivered by the Senior Learning Support Assistants (Literacy and Numeracy), in lessons and through small group withdrawal. The programme is focussed on students who made less progress than expected at primary school in English and mathematics and on those eligible for Pupil Premium.	(£7545 tbc (Feb 20) Y7 Catch-up Premium)
Improve the progress of disadvantaged students in English and mathematics so that it is as good as all other students nationally	English and mathematics intervention - GCSE	Students are able to opt for additional English and mathematics as one of their option choices. Students whom data suggested would benefit for this, with a particular focus on those eligible for Pupil Premium, received targeted information through the options process.	£20,000 (two groups in Y10, two groups in Y11)
Improve the progress of disadvantaged students so it is as good as all other students nationally	Small fund per disadvantaged student	In order to support each individual disadvantaged student's needs (eg equipment, revision materials)  In 2019-20, we will use the funds, to subsidise by up to £140 the purchase of a mobile device for Y7 students and those not previously provided with a device who are currently eligible for Free School Meals.	Approx £400  Approx £2100
Ensure the proportion of disadvantaged students achieving sustained destinations continues to meet or exceed that for all other students nationally	Careers guidance	Following the withdrawal of the national Connexions provision, we are following Department for Education guidance in using pupil premium funding to buy in provision to meet statutory requirements. Whilst all students will receive a one-to-one interview, follow-up work will be targeted towards vulnerable students.	£13,173

Outcome	Activity	Description	Cost
Improve the attendance and engagement of disadvantaged students so it is as good as all other students nationally	House system, including vertical tutoring	In order to provide all students, but particularly those who are disadvantaged and vulnerable, with regular and individual progress management, mentoring, advice and personal support, we have three houses and twelve vertical tutor groups within each house. Each Head of House receives TLR1B and is supported by an Assistant Head of House (TLR2A) and two members of support staff. We also employ two Family Support Key Workers. This intervention ensures we know our students and their needs well and build effective relationships with parents.	£83,000 (Cost of three TLR 1Bs, including on-costs (HoH), three TLR 2As, including on-costs (A HoH), Family Support key Workers)

Academic Year 2018-19

Allocation: £69,190 (for 01 April 18 – 31 Mar 19)

Spending: £124,337

<b>Outcome</b>	<b>Activity</b>	<b>Description</b>	<b>Cost</b>	<b>Impact</b>
Improve the progress of disadvantaged students in English and mathematics so that it is as good as all other students nationally	English and mathematics intervention – Years 7-9	This is led by the English and mathematics Subject Leaders and delivered by the Senior Learning Support Assistants (Literacy and Numeracy), in lessons and through small group withdrawal. The programme is focussed on students who made less progress than expected at primary school in English and mathematics and on those eligible for Pupil Premium.	(£7461 tbc (Feb 19) Y7 Catch-up Premium)	See report on Year 7 Catch-up Premium
Improve the progress of disadvantaged students in English and mathematics so that it is as good as all other students nationally	English and mathematics intervention - GCSE	Students are able to opt for additional English and mathematics as one of their option choices. Students whom data suggested would benefit for this, with a particular focus on those eligible for Pupil Premium, received targeted information through the options process.	£20,000 (two groups in Y10, two groups in Y11)	See page 12
Improve the progress of disadvantaged students so it is as good as all other students nationally	Alternative Curriculum	In order to support engagement and hence progress and achievement at in Years 10 and 11, we offer targeted students alternative provision: <ul style="list-style-type: none"> <li>• Skillforce</li> <li>• BTEC Workskills</li> </ul>	Skillforce £4524	See page 12
Improve the progress of disadvantaged students so it is as good as all other students nationally	Small fund per disadvantaged student	In order to support each individual disadvantaged student's needs (eg equipment, revision materials)  In 2018-19, we will use the funds, to subsidise by up to £140 the purchase of a mobile device for Y7 students and those not previously provided with a device who are currently eligible for Free School Meals	Approx £400  Approx £2100	See pages 14-15

<b>Outcome</b>	<b>Activity</b>	<b>Description</b>	<b>Cost</b>	<b>Impact</b>
Ensure the proportion of disadvantaged students achieving sustained destinations continues to meet or exceed that for all other students nationally	Careers guidance	Following the withdrawal of the national Connexions provision, we are following Department for Education guidance in using pupil premium funding to buy in provision to meet statutory requirements. Whilst all students will receive a one-to-one interview, follow-up work will be targeted towards vulnerable students.	£12,337	See page 13
Improve the attendance and engagement of disadvantaged students so it is as good as all other students nationally	House system, including vertical tutoring	In order to provide all students, but particularly those who are disadvantaged and vulnerable, with regular and individual progress management, mentoring, advice and personal support, we have three houses and twelve vertical tutor groups within each house. Each Head of House receives TLR 1B and is supported by an Assistant Head of House (TLR2A) and two members of support staff. We also employ two Family Support Key Workers. This intervention ensures we know our students and their needs well and build effective relationships with parents.	£84,976 (Cost of three TLR 1Bs, including on-costs (HoH), three TLR 2As, including on-costs (A HoH), Family Support key Workers)	See pages 14-15

Note that we use the Pupil Premium funding within the context of a coherent whole-school development plan and budget, identifying and implementing the most effective strategies in order to narrow the gap between advantaged and disadvantaged students within our intake. For example, effective feedback can produce a potential maximum gain in progress of additional nine months across an academic year for an average student ('Toolkit of Strategies to Improve Learning', Sutton Trust (May 2011)) and is therefore one of the most effective interventions a school can put in place. Reflecting its importance, we devoted one Thursday meeting each term in 2012-13 to marking as a team, and to the development of effective feedback. From 2013-14 onwards, one after school meeting each term has been devoted to work sampling. We also adopted, from September 2012, a standardised format for feedback which we call Triple Impact Marking. Developing feedback is just one strand of our work on embedding Assessment for Learning, which has already been the main focus of our School Development Plan for many years. Improving the effectiveness of feedback is not costly in terms of money, but it is costly in terms of time. Other more costly interventions are supported by the school budget. For example, we use funds provided by a local charity to provide counselling, at an annual cost of £12,000. This operates within our Gateway cottage, where many other programmes are in place to help students manage their motivation and emotional well-being, for example anger management, bereavement support and work on self esteem.

Success that we have in supporting vulnerable students to achieve is always the sum total of a wide range of effective strategies, which are carefully led and managed. We have achieved success in:

- Reducing fixed term exclusions
- Securing family engagement, in particular through our Family Support Key Workers
- Increasing opportunities for trips, through securing funding for individuals from a local charity
- Securing effective transition, through our Pioneer and Pioneer Plus programmes
- Securing sustained destinations, through our careers guidance

The tables below show which specific interventions each disadvantaged student accessed in the academic year 2018-19. In addition all accessed regular and individual progress management, mentoring, advice and personal support through the House system.

Explanation of interventions:

A&G	Advice and Guidance
FSKW	Family Support Key Worker
EWB/ELSA	Emotional well-being
LS Boosters	Learning Support Boosters
TPA	One-to-one session with tutor
EHA/TAF	Early Help Assessment, Team Around the Family
BYOD support	Bring-Your-Own-Device support

# Year 7

Academic interventions								Wellbeing interventions				Pastoral interventions						Financial intervention		Progress			
I:I English	I:I Maths	Literacy Intervention	Numeracy Intervention	Key LSA	LS Boosters	HMWK support/ club	Gateway support (timetable etc)	Nomad Mentoring	EWB/ELSA	Counsellor	Young Carers	EHA/TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress		
		Y																					
		Y																					
									Y	y		Y		y									
		Y								Y							Y						
		Y												Y									
	Y			Y	Y	Y				y													
				Y	Y	Y			Y														

# Year 8

Academic interventions								Wellbeing interventions				Pastoral interventions						Financial intervention		Progress			
I:I English	I:I Maths	Literacy Intervention	Numeracy Intervention	Key LSA	LS Boosters	HMWK support/ club	Gateway support (timetable etc)	Nomad Mentoring	EWB/ELSA	Counsellor	Young Carers	EHA/TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress		
										Y													
										y				y									
							Y			Y	y	Y		Y									
								Y				Y		Y		Y							
						Y		Y				Y											
												Y											
												Y		y									
Y				Y		Y	Y		Y		Y	Y		Y				Y	Y				
	Y			Y	Y	Y			y			Y		Y									
		Y																					
				Y			Y			y				Y									
										Y				Y									
														Y									
														Y									

# Year 9

Academic interventions							Wellbeing interventions				Pastoral interventions						Financial intervention		Progress	
I:I English	I:I Maths	Alternative Curriculum	Key LSA	LS Boosters	HMWK support/ club	Gateway support (timetable etc)	Nomad Mentoring	EWB/EL SA	Counsellor	Young Carers	EHA/TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress
																Y				
					Y	Y	Y	y	Y	Y	Y		Y		Y		Y	Y		
															Y					
	Y		Y	Y	Y	Y								Y						
Y											Y		Y					Y		
					Y	Y	Y		Y	Y	Y		Y					Y?		
					Y						Y		Y					Y		
			Y	Y	Y	Y	Y			Y	Y		Y					Y		
Y	Y	Y				Y	Y	Y	Y				Y					Y		
		Y				Y					Y		Y							
	Y						Y	y					Y					Y		
								Y												
							Y			Y					Y					

# Year 10

Academic interventions							Wellbeing interventions				Pastoral interventions						Financial intervention		Progress	
I:I English	I:I Maths	Alternative Curriculum	Key LSA	HMWK support/ club	Extra E & M class	Gateway support (timetable etc)	Nomad Mentoring	EWB/ELSA	Counsellor	Young Carers	EHA/TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress
							Y	Y		Y	Y	Y	Y					Y		
											Y	Y			Y					
									Y		Y	Y			Y					
									Y		Y	Y		Y	Y					
Y		Y				Y					Y	Y	Y	Y				Y		
		Y		Y								Y						Y		
								Y	Y		Y	Y	Y							
					Y				Y		Y	Y	Y					Y		
		Y	Y	Y	Y	Y			Y		Y	Y	Y			Y				
						Y	Y		Y			Y	Y							
												Y						Y		
												Y								
												Y								
												Y								
							Y					Y								

# Year 11

Academic interventions								Wellbeing interventions				Pastoral interventions						Financial intervention		Progress	
I:1 English	I:1 Maths	Alternative Curriculum	Skillforce	Key LSA	HMWK support/ club	Extra E & M class	Gateway support (timetable etc)	Nomad Mentoring	EWB/ELSA	Counsellor	Young Carers	EHA/TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress Predicted	English Progress Predicted
						Y	Y			Y		Y	Y	Y		Y			Y		
							Y		Y			Y	Y						Y		
						Y	Y			Y		Y	Y						Y		
		Y - LS		Y						Y	Y		Y						Y		
									Y	Y			Y	Y							
						Y	Y	Y		Y		Y	Y								
										Y			Y								
							Y				Y	Y	Y	Y					Y		
						Y	Y	Y				Y	Y								
													Y								
													Y			Y					
		Y	Y					Y					Y	Y		Y					

The impact of the expenditure on the educational attainment on pupils at the school:

## **I to I tutoring**

### Academic Year 2018-19

English and mathematics intervention – Years 7-9 – see report on Year 7 Catch-up Premium

English and mathematics intervention - GCSE

Students were able to opt for additional English and mathematics as one of their option choices. Students whom data suggested would benefit for this, with a particular focus on those eligible for Pupil Premium, received targeted information through the options process.

Year 11: Nine of the 16 disadvantaged students chose this option.

The table below shows the progress made (in GCSE grades) from Year 9 term 6 to Year 11 term 6:

	<b>English</b>	<b>Mathematics</b>
All students	1.33	2.8
Student taking additional En+Ma	1.03	2.7
Disadvantaged students taking additional En+Ma	0.67	2.7

Year 10: Four of the 14 disadvantaged students chose this option.

The table below shows the progress made (in GCSE grades) from Year 9 term 6 to Year 10 term 6:

	<b>English</b>	<b>Mathematics</b>
All students	0.63	0.75
Student taking additional En+Ma	0.18	1.14
Disadvantaged students taking additional En+Ma	0.33	1.00

The impact of the expenditure on the educational attainment on pupils at the school:

### Alternative Curriculum

#### Skillforce

Year	Number of students	GCSE equivalence	Grades
2018-19	5	None	All achieved: <ul style="list-style-type: none"> <li>• ASDAN Level 2 Wider Key Skills in Improving Own Learning &amp; Performance, and Working With Others</li> <li>• ASDAN Level 2 ASDAN Adventure &amp; Residential Award</li> <li>• St John's Ambulance Young Life Saver</li> <li>• NNAS Bronze Navigation Award</li> <li>• Certificate of Personal Effectiveness (CoPE)</li> </ul>

### Careers Guidance

#### 2019 Leavers

	Whole cohort (160)	FSM6/CLA (16)
Education	96%	14 (88%)
Apprenticeship	3%	1 (6%)
Employment	0%	
NEET	0%	
Unknown	1%	1 (6%)

Further analysis of the types of courses on which FSM6/CLA enrolled:

	Number of students (16)
A levels (Level 3)	4
Vocational (Level 3)	6
Vocational (Level 2)	2
Vocational (Level 1)	2
Apprenticeship	1
Employment	0
NEET	0
Unknown	1

The impact of the expenditure on the educational achievement of pupils at the school:

*To be completed when Analysis of School Performance (DfE) is published – expected January 2020*

### **Achievement by disadvantaged pupils (2019)**

*It should be noted that the number of students eligible for Pupil Premium each year is small and therefore group comparisons should be treated with care.*