

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, at the school

SENCo: Miss Claire Collyer, 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:

- **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.

The 2019 Key Stage 4 results are at

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. 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.

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

Pupil Premium

Academic Year 2020-21

Allocation: £69,110 (for 01 April 20 – 31 Mar 21)

Spending: £124,220

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 - GCSE	Students are able to opt for additional English and mathematics as one of their option choices. Students whose 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 2020-21, 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.	£12,720

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.	£89,000 (Cost of three TLR 1Bs, including on-costs (HoH), three TLR 2As, including on-costs (A HoH), Family Support key Workers)

Academic Year 2019-20

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

Spending: £118,673

Outcome	Activity	Description	Cost	Impact
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)	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	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	See page 14
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	See pages 13

Outcome	Activity	Description	Cost	Impact
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.	£83,000 (Cost of three TLR 1Bs, including on-costs (HoH), three TLR 2As, including on-costs (A HoH), Family Support key Workers)	See page 14

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 2019-20. 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								Well-being 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	Social Skills	Young Carers	EHA/ TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress
		yes	yes												yes				yes			
	yes																					
		yes	yes							yes												
			yes	yes		yes		yes	yes													
		yes	yes						yes	yes		yes										
	yes		yes	yes							yes		yes		yes	yes	yes		yes			
yes						yes			yes													
		yes																				
			yes			yes			yes	yes					yes	yes						
			yes							yes					yes				yes			
		yes				yes			yes	yes		yes			yes							

Due the COVID-19 pandemic, school closed on 20 March and there was no formal assessment of Year 7 in term 6

Year 8

Academic interventions								Well-being 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	Social Skills	Young Carers	EHA/TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress
					yes														yes			
yes	yes						yes												yes			
	yes								yes	yes			yes		yes				yes			
								yes	yes				yes		yes				yes			
	yes				yes												yes					
									yes	yes									yes			
									yes	yes	yes	yes				yes			yes			
	yes			yes	yes	yes		yes	yes	yes	yes					yes						
	yes			yes	yes	yes			yes													
									yes													

Due to the COVID-19 pandemic, school closed on 20 March.

Year 9

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	Social Skills	Young Carers	EHA/TAF	A&G	FSKW	Guitar	Yoga	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress	
														yes									
										yes				yes	yes				yes				
									yes					yes					yes				
														yes									
								yes	yes	yes				yes	yes								
						yes		yes		yes			yes	yes	yes				yes				
yes								yes		yes			yes	yes	yes				yes				
yes	yes			yes			yes	yes	yes	yes			yes	yes	yes				yes				
yes	yes			yes	yes				yes		yes			yes	yes				yes				
														yes									
										yes				yes									

Due to the COVID-19 pandemic, school closed on 20 March.

Year 10

Academic interventions							Well-being 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
		yes							yes			yes					yes			
		yes					yes		yes		yes	yes	yes				yes			
												yes					yes			
											yes	yes	yes				yes			
		yes	yes									yes								
							yes		yes		yes	yes	yes				yes			
						yes			yes			yes								
		yes	yes				yes		yes	yes	yes	yes	yes				yes			
						yes			yes			yes		yes			yes			
		yes						yes	yes			yes	yes				yes			
		yes				yes			yes			yes	yes				yes			
					yes				yes			yes	yes		yes		yes			

Due to the COVID-19 pandemic, school closed on 20 March.

Year 11

Academic interventions						Well-being interventions				Pastoral interventions						Financial intervention		Progress	
I:I English	I:I Maths	Alternative Curriculum	Key LSA	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
						yes		yes		yes	yes	yes							
								yes			yes			yes					
											yes								
yes	yes	yes			yes			yes		yes	yes	yes	yes						
		yes									yes								
											yes								
								yes			yes	yes							
	yes							yes			yes								
					yes			yes			yes	yes		yes					
yes											yes								
											yes								
											yes								
								yes			yes			yes					

Due to the COVID-19 pandemic, school closed on 20 March.

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

1 to 1 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 – due the COVID-19 pandemic, GCSE exams were not sat in 2020, and there was no formal assessment of Year 10 in term 6

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: Four of the 15 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:

	English	Mathematics
All students	No data	No data
Student taking additional En+Ma	No data	No data
Disadvantaged students taking additional En+Ma	No data	No data

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:

	English	Mathematics
All students	No data	No data
Student taking additional En+Ma	No data	No data
Disadvantaged students taking additional En+Ma	No data	No data

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

Careers Guidance

2020 Leavers

	Whole cohort (164)	FSM6/CLA (15)
Education	159 (97%)	15 (100%)
Apprenticeship	2 (1%)	0
Employment	0	0
NEET	2 (1%)	0
Unknown	1 (overseas)	0

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

	Number of students (15)
A levels (Level 3)	10
Vocational (Level 3)	4
Vocational (Level 2)	1
Vocational (Level 1)	0
Apprenticeship	0
Employment	0
NEET	0
Unknown	0

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

Achievement by disadvantaged pupils (2020)

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.

Due the COVID-19 pandemic, GCSE exams were not sat in 2020.