

Gillotts School

Pupil premium (and recovery premium) strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2021 to 2022 academic year to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Gillotts School |
| Number of pupils in school | 920 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year | 2021-22 (current year) 2020-21 (last year) |
| Date this statement was published | 1 December 2021 |
| Date on which it will be reviewed | 1 December 2022 |
| Statement authorised by | Catharine Darnton |
| Pupil premium lead | Matt Druce |
| Governor lead | Bernd Vogel |

Funding overview

| Detail | Amount |
|---|-----------------------------|
| Pupil premium funding allocation this academic year | £67,805 (01/04/21-31/03/22) |
| Recovery premium funding allocation this academic year | £10,440 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £78,245 |

Part A: Pupil premium strategy plan

Statement of intent

Outcomes for disadvantaged pupils:

- Disadvantaged pupils achieve highly and make progress at least in line with other pupils nationally
- Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life

In developing this strategy we have considered a range of challenges disadvantaged pupils may face:

- academic
- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- high mobility

We follow the principles set out in The EEF's [Pupil Premium Guide](#) which recommends that a tiered model which focussing on:

- high-quality teaching
- targeted academic support
- wider strategies

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Teachers need to be supported to keep improving because high teaching quality benefits all students but has a particularly positive effect on children eligible for the Pupil Premium. Quality of teaching and learning has been impacted by COVID-19 restrictions, eg staying 2m+ away and exercise books being a potential source of infection. |
| 2 | Evidence consistently shows the positive impact that targeted academic support can have. However, to be effective, support needs to dovetail with the delivery of the curriculum in core time. |
| 3 | Attendance: 'In general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4.' (DfE, 2015) Overall absence for pupils in receipt of free school meals (10.1%) was in the highest 20% of all schools in 2018/19. Persistent absence for pupils in receipt of free school meals (33.3%) was in the highest 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17. |

| Challenge number | Detail of challenge |
|------------------|--|
| 4 | Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. However school staff are generally not suitably qualified or trained to provide such advice. |
| 5 | Disadvantaged pupils may be challenged by lack of access to technology and educational materials. |

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Disadvantaged pupils achieve highly and make progress at least in line with other pupils nationally | Work scrutiny confirms disadvantaged pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Impact is reflected in GCSE results (taking into account the small number of students eligible for Pupil Premium in each year group). |
| Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life | Lesson visits confirm disadvantaged students experience a broad rich curriculum. |

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: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Revisit and re-invigorate the core elements of teaching & learning, through a coordinated CPD strategy, with scope for subject specific foci and a differentiated approach for individuals. | 'The EEF Guide to the Pupil Premium' states that high teaching quality benefits all students but has a particularly positive effect on children eligible for the Pupil Premium. | 1 |

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

Budgeted cost: £28,603

£20,000 (Additional English and maths, cost of 20 periods, two groups in Y10 and two groups in Y11)

£8,603 (Homework Club, three nights per week)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 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. | 'The EEF Guide to the Pupil Premium' states that evidence consistently shows the positive impact that targeted academic support can have. | 2 |
| Increase the provision of Homework Club from two nights per week to five nights per week, for targeted students, | 'The EEF Guide to the Pupil Premium' states that evidence consistently shows the positive impact that targeted academic support can have. | 2 |

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

Budgeted cost: £104,220

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

£12,720 (Careers guidance)

Approx £2100 (mobile devices)

Approx £400 (individual needs)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>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 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.</p> | <p>Attendance: 'In general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4.' (DfE, 2015)</p> | <p>3</p> |
| <p>Every student will have opportunities for guidance interviews with an external careers adviser, with additional follow-up for disadvantaged students</p> | <p>Gatsby state that good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p> | <p>4</p> |
| <p>In 2021-22, 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.</p> | <p>DfE state that disadvantaged pupils may be challenged by lack of access to technology and educational materials.</p> | <p>5</p> |

Total budgeted cost: £144,823

Part B: Review of outcomes in the previous academic year (2020-21)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

Spending: £124,220

| 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 - 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) | <i>Due to the COVID-19 pandemic, GCSE exams were not sat in 2021</i> |
| 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 | <i>Due to the COVID-19 pandemic, GCSE exams were not sat in 2021</i> |
| 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 | See below |

| 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 (TLR 2A) 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) | <i>Due to the COVID-19 pandemic, GCSE exams were not sat in 2021, and attendance data will not be published</i> |

Impact of Careers Guidance

2021 leavers

| | Whole cohort (164) | FSM6/CLA (13) |
|----------------|---------------------------|----------------------|
| Education | 161 | 13 |
| Apprenticeship | 0 | 0 |
| Employment | 0 | 0 |
| NEET | 1 | 0 |
| Unknown | 2 | 0 |

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

| | Number of students (13) |
|----------------------|--------------------------------|
| A level (Level 3) | 2 |
| Vocational (Level 3) | 3 |
| Vocational (Level 2) | 3 |
| Vocational (Level 1) | 3 |
| Foundation | 2 |
| Apprenticeship | 0 |
| Employment | 0 |
| NEET | 0 |
| Unknown | 0 |

Further information

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. 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