

## Gillotts School

### Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

#### School overview

Detail	Data
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year	2024-25 (current year) 2023-24 (last year)
Date this statement was published	1 December 2024
Date on which it will be reviewed	1 December 2025
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	£126,340 (01/04/24-31/03/25)
Pupil premium funding (and recovery premium) carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£126,340</b>

## 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 suspensions 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.
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.

Challenge number	Detail of challenge
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 (15.1%) was higher than for all pupils (6.6%) in 2023-24. Persistent absence for pupils in receipt of free school meals (37%) was higher than for all pupils (13%) in 2023-24.
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 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
<p>Continue the focus on inclusive teaching for deep thinking, by securing outstanding management of attention, underpinned by cognitive load theory. Provide opportunities for subject teams to practise and embed changes.</p> <p>Linked to the removal of performance related pay, seek to improve the impact of lesson visits on the improvement of teaching and learning, potentially through the use of Steplab and/or developing a paid coaching role.</p>	<p>'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.</p>	<p>1</p>

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

Budgeted cost: £27,981

£21,856 (Additional English and Maths, cost of 20 periods per fortnight @£57.52 per period, two groups in Y10 and two groups in Y11)

£6,125 (Homework Club, five nights per week - £53.73 per night for three LSAs, for 3 nights, 38 weeks per year)

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, receive 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
Maintain increased 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: £124,871

£100,481 (House system, cost of three TLR 1Bs, including on-costs (HoH), three TLR 2As, including on-costs (A HoH), Family Support Key Workers)

£14,790 (Careers guidance)

£5,200 (Mobile devices)

£4,400 (Personal budgets)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 a member 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.	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)	3
Every student will have opportunities for guidance interviews with an external careers adviser, with additional follow-up for disadvantaged students.	Gatsby states 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.	4
In 2024-25, we will use the funds, to subsidise by up to £230 the purchase of a mobile device for Y7 students and those not previously provided with a device in current key stage, who are currently eligible for Free School Meals.	DfE states that disadvantaged pupils may be challenged by lack of access to technology and educational materials.	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal budgets: Service children £1,360 Post LAC £3,040 (to support two students – music lessons and therapy)	‘The EEF Guide to the Pupil Premium’ states that extracurricular activities are an important part of education in their own right; and that social and emotional skills support effective learning and are linked to positive outcomes later in life.	5

**Total budgeted cost: £164,852**

## Part B: Review of the previous academic year (2023-24)

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Disadvantaged	2024 (provisional)
P8	-0.15
P8 (English	-0.11
P8 (Maths)	-0.02
P8 (EBacc))	+0.04
P8 (Open)	-0.44

The confidence interval for the P8 score is (-0.78 to +0.48). The P8 score for England (non-disadvantaged pupils) is +0.16.  
*Note that the group size is small – 21 students, and individual students with low scores will have a disproportionate impact.*

	School disadvantaged pupils	England (non-disadvantaged pupils)
A8	37.9	50.0
En & Ma at grade 5+	38.1%	53.1%
EBacc at grade 5+	19.0%	21.6%
Entering EBacc	23.8%	44.7%
EBacc APS	3.37	4.46

For 2022 leavers, 89% of disadvantaged students were in education or employment for 2 terms after KS4 (England (non-disadvantaged pupils) 95%).

Intended outcome	Success criteria	Outcomes
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).	<p>Through individual work reviews, student work is monitored to ensure work from disadvantaged students reflects the high ambitions we have for them as well as how we meet their needs. High expectations are evident, with 106/107 reviews finding that colleagues' practice in this area is accelerating progress or having a clear impact on progress. One review for an ECT recorded practice as developing. (Three reviews were of classes where no grade was given as there were no students eligible for Pupil Premium in the group.) The individual work reviews found frequent examples of good practice in terms of how Pupil Premium students are supported to achieve highly including through seating plans, feedback first, one to one sessions, tailored retrieval practice and high expectations.</p> <p><i>See above for GCSE outcomes</i></p>
Disadvantaged pupils acquire the knowledge and cultural capital they need to succeed in life	Lesson visits confirm disadvantaged students experience a broad rich curriculum.	Seating plans on Edulink used to support lesson visits show that Pupil Premium students are positioned appropriately in the classroom so as to best access the work and teacher support where needed. Seating position also enables close monitoring of Pupil Premium students. There are no examples from the lesson visits conducted 2023-24 that gave rise to concerns around the performance and expectations of Pupil Premium students.

## 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. 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 £20,762. This operates within our Lodge/Gateway cottages, 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:

- 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