

PP Statement: Activity in this academic year 23-24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High-quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: 171,000

Activity	Evidence that supports this approach
<p>Staff training surrounding the Equa Essentials. This consists of:</p> <ul style="list-style-type: none"> - Adaptive teaching to include a focus on disadvantaged students 	<p>EEF toolkit:</p> <p>Oral language interventions – as above</p> <p>Metacognition and self-regulation - Very high impact for very low cost based on extensive evidence +7 months</p> <p>Feedback - Very high impact for very low cost based on extensive evidence +6 months</p> <p>Recommendation 1, 2, 4 & 5:</p>
<p>Nurture lessons to support a small group of students with very low prior attainment in core subjects. Increased teaching staff</p>	<p>Small group tuition - Moderate impact for low cost based on moderate evidence +4 months</p> <p>Collaborative learning approaches - High impact for very low cost based on limited evidence +5 months</p>
<p>2x KS4 PP / 1x KS5 academic tutors employed to support mainly disadvantaged students.</p> <p>This is not pastoral support</p>	<p>Provide diagnostic, intensive support, during school hours, extracted out of specific lessons, where needed.</p> <p>Tutors model the approaches with the students using curriculum content provided by subject teachers, they can articulate what to do to various levels.</p> <p>100% of student voice stated that the sessions were valuable on a learning level and well-being/motivational level.</p> <p>EEF Toolkit:</p> <p>1:1 tuition - High impact for moderate cost based on moderate evidence +5 months</p> <p>Small group tuition – as above</p> <p>Metacognition and self-regulation – as above</p>
<p>Revision/Homework</p> <p>All resources provided to include student booklets, planner and revision guides.</p>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p>
<p>GEM Learning Cycles: continued whole-school CPD. Key Performance Indicators assessment and specific timetabled time for mastery following feedback</p>	<p>EEF toolkit:</p> <p>Feedback – as above</p> <p>Mastery learning - High impact for very low cost based on limited evidence +5 months</p>
<p>Falcon (Alternative Provision) students are taught by specialist teachers in their subject and benefit from a smaller class size.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>
<p>Equa reviews and faculty evaluation cycles which have explicit PP focus including PP student voice.</p>	<p>https://www.suttontrust.com/our-research/great-teaching/</p> <p>'Great teaching' toolkit (Coe)</p>

	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) EEF Teaching and Learning Toolkit
New staff induction to have specific training based around PP students. Coaching of teachers through NQT, DDIs and Steplab with a PP focus.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development
Tutor time: KS3 Literary canon. Students in Years 7 and 8 benefit from targeted reading skills booster during fortnightly reading lessons. Tier 2 vocab quizzes take place,	EEF toolkit: Oral language interventions – as above Recommendation 3:

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

Budgeted cost: £ 64,666

Activity	Evidence that supports this approach
Literacy lessons to support students with reading ages under expected chronological age. Increased teaching staff Parental coffee mornings – where we support parents to support their children. This also supports their own literacy.	EEF toolkit: Oral language interventions - <i>Very high impact for very low cost based on extensive evidence +6 months</i> Small group tuition - <i>Moderate impact for low cost based on moderate evidence +4 months</i> Collaborative learning approaches - <i>High impact for very low cost based on limited evidence +5 months</i> Recommendation 7:
2 x HLTAs in core subjects KS3 & 4 Intervention work • Timetabled for Yr7&8 Literacy classes	Internal reading data showing PP progress from under to on/above chronological age in Yr7 (% of PP cohort) 2018/19: +12% 2019/20: +46% 2020/21: +16% PP P8 2018 – 2021: <i>improvement of +0.38</i> Small group tuition – as above EEF Toolkit: Teaching Assistant Interventions - <i>Moderate impact for moderate cost based on moderate evidence</i> Small group tuition – as above
Yr11 Period 6, targeted compulsory extended timetable	PP P8 2018 – 2022: <i>improvement of +0.38</i> Programmes that extend school time have a positive impact on average, they should meet pupils' needs and build on their capabilities. EEF Toolkit: Extended school time - <i>Moderate impact for moderate cost based on limited evidence +3 months</i>
P16 peer reading buddies - tutor time programme with Yr7 & 8	Peer tutoring has had a positive impact on both tutors and tutees (in particular PP) in the past. Training for P16 peers has been an essential part of the programme to provide the envisaged structure. EEF Toolkit: Peer tutoring - <i>High impact for very low cost based on extensive evidence +5 months</i> Oral interventions – as above

<p>Pet-Xi maths intense revision tutoring sessions and Elevate workshops</p>	<p>Previous small group tuition has been targeted at students' specific needs. EEF Toolkit: Small group tuition – <i>as above</i> Collaborative learning approaches - High impact for very low cost based on limited evidence +5 months</p>
<p>Electronic revision platforms (Sparx) GCSE Pod has been purchased to support students. Exampro is used to support staff and students</p>	<p>Subject staff use of these platforms are regular and broad across the school as lessons are planned for embedding learning purposes. Engagement with these platforms by students during independent study is regular due to their scheduled use for homework and Period 6 independent study sessions. EEF Toolkit: Individualised instruction: Moderate impact for very low cost based on limited evidence +4 months</p>

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

Budgeted cost: 93,680

Activity	Evidence that supports this approach
Attendance officer (School based)	<p>A guide to absence statistics, DfE, 2019 DfE Guidance: Improving school attendance: support for schools and local authorities</p>
Parenting support workshops (delivered by an Educational Psychologist) and Elevate education	<p>EEF Toolkit: Parental engagement - Moderate impact for very low cost based on extensive evidence +4 months</p>
Brilliant Club	<p>UCAS Analysis shows a 5-year trend that pupils on The Scholars Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment. Impact report 2019/20</p>
Student development team member & 'Thrive' practitioner	<p>Staff & SLT voice - professional reflection and appraisal of student needs EEF Toolkit: Behaviour interventions - Moderate impact for low cost based on limited evidence +4 months</p>
School counsellor & 'Connect' mentoring service (PP & LAC)	<p>Staff & SLT voice - professional reflection and appraisal of student needs EEF Toolkit: Behaviour interventions</p>
Enhanced transition programme [Additional days in term 6 & summer school]	<p>Following discussions with primary school partners, it was decided additional days staffed by ILD and pastoral teams would support students (mainly disadvantaged) with attendance and/or behavioural challenges. EEF getting transition right part 1 EEF getting transition right part 2</p>

Forest school as well as training staff to lead through Equa CPD	Attendance levels increased for target students. Behaviour points reduced for target students.
Contingency fund	Regular parental and student voice requesting financial support for cultural experiences, learning resources, uniform, travel etc. Regular appreciation from parents/carers & students.
Breakfast Club	Magic Breakfast EEF (educationendowmentfoundation.org.uk)
Confidence and resilience workshops set up by local providers to provide mentoring and support.	Mentoring EEF (educationendowmentfoundation.org.uk)
Affordable schools – parental liaison group	https://rightchoice.wiltshire.gov.uk/Page/9194 A pilot scheme in Wiltshire which makes accessing the school day more affordable. A parental working party group will be set up which will support the school community with the cost of the school day and uniform.

Total budgeted cost: £ 329,346

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The John of Gaunt P8 outcomes for PP	-0.42
Wiltshire Schools' average P8 outcomes	-0.57
National P8 outcomes for PP students	-0.76

<p>High quality teaching</p>	<p>Targeted literacy was a success, data has shown that there has been a significant increase in books borrowed from our library across all year groups. Notably, 55% of borrowers are from our PP students.</p> <p>PP students across all year groups benefited from targeted support both in lessons and one to one with HLTAs in Maths and English. Student voice has reported a rise in confidence and engagement since benefiting from this support.</p> <p>Specialist teachers in the Alternative provision has seen a rise in attendance by 7% and engagement. Outcomes are predicted to be higher than previous years.</p> <p>New staff and ECTs have benefitted from receiving targeted training for supporting PP students in school. This has led to a greater understanding and positive adaptations for all learners in the classroom. Our positive classroom strategies have led to our results performing above the national and Wiltshire average for PP students.</p>																				
<p>Targeted academic support</p>	<p>Our Year 11 students attended P6 sessions which were ran by specialist teachers. All 51 students attended with positive engagement.</p> <p>We have two PP academic learning mentors who have been working with 35/51 PP students during 22/23. The impact highlighted below shows the positive impact of the tutoring.</p> <table border="1" data-bbox="331 1843 890 2033"> <thead> <tr> <th></th> <th>Eng Lang</th> <th>Eng Lit</th> <th>Sci</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>0.16</td> <td>-0.2</td> <td>0.03</td> </tr> <tr> <td>PP</td> <td>0.29</td> <td>-0.38</td> <td>-0.04</td> </tr> <tr> <td>PP with AT</td> <td>0.44</td> <td>0.11</td> <td>0.05</td> </tr> <tr> <td>Non-PP</td> <td>0.12</td> <td>-0.16</td> <td>0.05</td> </tr> </tbody> </table>		Eng Lang	Eng Lit	Sci	All	0.16	-0.2	0.03	PP	0.29	-0.38	-0.04	PP with AT	0.44	0.11	0.05	Non-PP	0.12	-0.16	0.05
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Wider strategies	<p>Forest School: 40.5% of students are PP. There was a positive increase in attendance, overall, for PP students who regularly attended forest school. Overall, there was a reduction in the number of behaviour points received each term of PP students.</p> <p>Our 'Brilliant club' was another success with 42% of students are now embarking upon their A Level studies in Year 12 at JoG school.</p> <p>Summer school: 111 year 6 children and 98 year 5's. PP students particularly targeted by primary school on behalf of us. As a result, a much higher proportion of students were PP than the school cohort – 39% transition feedback much better than non-attendees.</p> <p>Breakfast club 2022/23: 26 PP students regularly attended breakfast club and attendance +0.5% sent to PBSC: Reduction 34%.</p> <p>Our school counsellor saw 7 PP students in attendance. As a result, case studies from each year have shown that there was a positive impact on wellbeing and behaviour within school. Additionally, our Thrive practitioner saw a 60% cohort of PP students which led to increased attendance.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
On-line maths platform for tutoring and QLA feedback	Sparx
On-line revision platform, particularly for languages	Quizlet
Maths revisions sessions	Pet-Xi
Revision skills Y10-13	Elevate
Confidence workshops	Various providers including Brookers wood activity centre.