

Our values:

Passionate about our learning
Proud of our achievement
Ambitious for our students
Supportive of our differences
Caring for ourselves and each other
Determined to be the best we can be

Principles:

- We recognise that some of our students experience deprivation, which means that they are at risk of making slower progress than their peers. This has been true over the last few years in our school and indeed in most schools nationally. Students eligible for Free School Meals, those who have been in receipt of Free School Meals at any stage during the past 6 years, those who are Looked After Children (CLA) or have been adopted, do not always achieve as well as their peers. Children of service personnel are also entitled to some extra funding; at John O' Gaunt in the 2019-20 academic year, we had no student of service personnel. It is important to note that students who are eligible for the Pupil Premium (PP) funding are not necessarily low ability students, though at John O' Gaunt School, the majority of PP students have a lower KS2 starting point than their peers (see table below).
- All that we do with the funding aims to narrow and ultimately close the achievement gap.
- We also aim to enrich the educational experience of all our students, ensuring that those who come from deprived backgrounds do not miss out.
- Use of the funding is at the school discretion and is monitored scrupulously by the Head of School, Vice Principal and Governors (our Chair of Governors is also the link Governor for PP students).
- The funding supports our work for PP students in a systematic way, with careful prioritisation and due attention to students' specific and often individual needs.
- We actively identify all eligible students, and staff know exactly who they are and what their needs are. We work closely with our primary feeder schools so that we are well-informed about our new Year 7 students, each year.
- Each member of staff is responsible for his / her group of PP students' progress; this is reflected in our appraisal objectives (Objective 1 is linked to student progress).

- We use all the data available to us to agree strategies and review their impact carefully.
- PP data is scrutinised, once a term, at whole school level and more frequently at departmental level. English and maths Faculty Leaders meet fortnightly with the Head of School to review Y11 progress. All staff have access to whole cohort and sub-group data, using SISRA.
- We keep abreast of any development linked to the Pupil Premium funding, including attending national and local conferences, as and when relevant.
- We are an inclusive school and at times, the provision on offer may benefit a wider group of students; it is important that support is fully integrated into the school's systems and may be accessed by a large number of students.
- We have made the decision to use some of the funding to recruit and retain staff in posts that are crucial to the well-being and happiness of all our students and most specifically those of have the greatest needs.
- The Pupil Premium Lead is the Vice Principal; she manages the Pupil Premium Grant carefully and works closely with the Head of School and Business Manager to keep an eye on spending and its impact.

NUMBER OF STUDENTS IN RECEIPT OF PUPIL PREMIUM GRANT (PPG)	
Total number of students on roll (Sept 2019)	379 (Y7 – 11 only)
Total % of students eligible (Sept 2019)	27% PP (which is above the National Average – 25%) 19% FSM (which is above the National Average – 15.4%) https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
Students eligible in Y7	23 (18 are FSM) (25% of year group)
Students eligible in Y8	23 (16 are FSM) (31% of year group)
Students eligible in Y9	18 (14 are FSM) (23% of year group)
Students eligible in Y10	23 (16 are FSM) (30% of year group)
Students eligible in Y11	14 (8 are FSM) (24% of year group)
LAC students	2: 1 (Y10) 1 (Y11)
Adopted	0
Service Personnel	0
Amount of PPG received	£935 (FSM or FSM Ever6) £2,300 (CLA / adopted) – depending on Local Authorities, however, this funding is managed by a virtual Head, for the relevant Local Authority. NB: some of our CLA students do not belong to the same local authority.

Total grant	£85,000
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NB: The Pupil Premium Grant funding distribution is not straightforward and is divided in several tranches throughout the year and payment is across two academic years. It is also worth noting that the percentage of PP students fluctuates during the year, making some exact in-year calculations difficult.

Number of students eligible, on SEND register	% in relation to PP cohort
Year 7	7 (30%)
Year 8	4 (17%)
Year 9	3 (17%)
Year 10	2 (9%)
Year 11	4 (28%)

Prior attainment of PP V Non-PP students	
KS2 E and M Average Scaled Score Non-PP (Year 7)	101.6
KS2 E and M Average Scaled Score PP	98.4
KS2 E and M Average Scaled Score Non-PP (Year 8)	102.6
KS2 E and M Average Scaled Score PP	97.4
KS2 Average Scaled Score Non-PP (Year 9)	99.54
KS2 Average Scaled Score PP	92.94
KS2 Average Fine Level Non-PP (Year 10)	98.75
KS2 Average Fine Level PP	95.84
KS2 Average Fine Level Non-PP (Year 11)	4.62
KS2 Average Fine Level PP	4.33

There is a marked difference in starting point in all year groups, showing that PP students at John O' Gaunt do less well at KS2 than non-PP students. This is particularly noticeable in Y8, Y9 and Y10.

KS2 Average Fine Levels are no longer available for Year 7 -10 cohorts; instead, their KS2 results are published as an average score of both English and maths. A scaled score of 99-103 is considered 'average performance', at the end of Year 6.

2018 Results Y11 PP v non-PP performance	PP	Non-PP
9-4 in E&M	10% (12%)	67%
9-5 in E&M	10% (12%)	27%
9-4 in Eng	20% (25%)	80%
9-4 in Maths	10% (12%)	72%
9-5 in Eng	20% (25%)	54%
9-5 in Maths	10% (12%)	31%
Progress 8 (best calculation so far; will be confirmed in November)	-0.6 (-0.26)	-0.02
Attainment 8 Grade	2.60	4.07

(()) – Data excludes ‘outliers’: 1 student who did not sit any exams and one who had no KS2 data

2019 Results Y11 PP v non-PP performance	PP	Non-PP
9-4 in E&M	54%	63%
9-5 in E&M	23%	42%
9-4 in Eng	61%	77%
9-4 in Maths	54%	68%
9-5 in Eng	38%	63%
9-5 in Maths	31%	51%
Progress 8 (best calculation so far; will be confirmed in November)	-0.12	-0.34
Attainment 8 Grade	2.99	4.37

We celebrate the success of all our students and 2019’s results show a remarkable improvement. Our Pupil Premium students did particularly well; they made more progress than our non-PP cohort.

2020 Results Y11 PP v non-PP performance	PP	Non-PP
9-4 in E&M	50%	66.7%
9-5 in E&M	0%	37.8%
9-4 in Eng	57.1%	82.2%
9-4 in Maths	50%	68.9%
9-5 in Eng	35.7%	55.6%
9-5 in Maths	14.3%	44.4%
Progress 8 (best calculation so far; will be confirmed in November)		
Attainment 8 Grade		

Note: the data in the above column is based on CAG (Centre Assessment Grades). Students in Y11 did not sit exams in 2020 and therefore no statistical data analysis is available for this cohort.

Attendance data (2019-20)	Overall	PP students	Non-PP students
Year 7	94.5%	90.36%	96.04%
Year 8	93.7%	90.28%	95.29%
Year 9	93%	86.85%	94.66%
Year 10	91.8%	89.56%	92.71%
Year 11	92.1%	86.87%	94.52%

PP attendance in 2019-20 was not good enough ; however data is skewed : 11 PP students were either school refusers or long-term absent due to severe mental health issues.

Spend : Impact Report

Impact this year has been far harder to monitor due to lock down, from March 2020. KS3 data analysis is therefore unavailable and KS4 is only based on CAGs (Centre Assessed Grades).

PPG spend:

STRATEGY	APPROX. COST	IMPACT
<p>Staffing:</p> <ul style="list-style-type: none">➤ Literacy and numeracy groups at KS3➤ 4th set created in Y7 to support Discover pathway across all subjects ➤ HLTA maths / cover ➤ PP mentor KS4 ➤ Student Welfare Team	£40,000	<p>See Year 11 data above.</p> <p>KS3 data: No data available</p> <p>Increase in number of staff, to support at risk students and appointment of a Welfare Manager. Health and Well being focus.</p>
<p>Raising achievement:</p> <ul style="list-style-type: none">➤ Small group maths tuition (KS4)	£25,000	<p>1-1 focus for 'at risk' students.</p> <p>1 NEET student in 2017. No NEET in 2018. 3 NEET in 2019. 3 at risk in 2020 (work is still ongoing)</p>

<ul style="list-style-type: none"> ➤ Careers advice and guidance (Morrisby / college visits) ➤ Focus on feedback (marking stickers) ➤ After school revision ➤ Collapsed timetable for Y11 maths, Eng and science days 		<p>100% of Y11 'at risk' students were invited for a 1-1 meeting to secure post-16 course, post-Covid. 2/13 remain without a post-16 place and will be supported further from Sept 2020.</p> <p>Some after school sessions were offered post Nov mocks. 100% of triple scientists attended am registration / lunch sessions.</p> <p>Extra support offered from Excalibur (e.g support from Specialist Leaders in Education, for English and maths).</p>
<p>Curriculum support:</p> <ul style="list-style-type: none"> ➤ Revision guides ➤ Textbooks ➤ Ingredients for Technology subjects ➤ Accelerated reader renewal (Year 7 and 8 PP) ➤ Star reading programme ➤ Subscription to Maths Watch + photocopying of all necessary resources during lock down 	<p>£10000</p>	<p>100% PP students have received revision guides in MFL, science, English, maths, Tech.</p> <p>100% PP students were able to cook and complete their Food / Product Design projects as part of their GCSE courses.</p> <p>Early data showed progress made by 82% with their reading</p> <p>Early signs showed good progress for students on this programme.</p> <p>During lock down, 103 students were supported and received paper packs for all their subjects / learning.</p>

<p>Support for learning:</p> <ul style="list-style-type: none"> ➤ Taxis ➤ Minibus driver ➤ Homework club ➤ Laptop loan ➤ PE Kit ➤ School uniform ➤ Counselling ➤ Student Leadership 	<p>£10000</p>	<p>A few PP students have been able to attend after school activities as well as revision sessions due to taxi fares being paid. A few PP families were able to attend consultation evenings, thanks to a paid taxi service.</p> <p>All PP students catch school minibus or have a taxi (if cost of bus is prohibitive). They could all attend after school catch-up / revision sessions and activities.</p> <p>100% of PP Y11 students have access to school laptops, if needed</p> <p>100% PP students who needed it have had access to counselling (face-to-face and telephone sessions)</p> <p>PP students are given increased opportunities to be student leaders during high profile events (OAP Concert / Open Evening / Fund raising events)</p>
<p>Extra-curricular activity:</p> <ul style="list-style-type: none"> ➤ Trips and visits 	<p>£2000</p>	<p>100% of all those who asked, have been supported financially and have been able to participate in trips and visits.</p>
	<p>TOTAL: Approx. £85000</p>	<p>See note above about funding; spending has to be considered across two academic years.</p>

Next steps: See Strategy document for 2020-21

- Share this report with staff and Governors
- Review 2020 results and prepare carefully for evidence etc... should changes be made to the 2021 exam series and CAGs be needed again.
- Complete our spending strategy for 2020-21, looking at barriers, including COVID-19 restrictions.
- Review strategies for our increasing number of FSM students.
- Strengthen the Student Welfare team with the appointment of a new AVP and review structure and responsibilities of team members.
- Plan our recovery curriculum carefully, especially for disadvantaged students
- Review our KS3 and KS4 curriculum offer (Intent / Implementation / Impact)
- Continue to review our strategy to improve PP attendance and train our newly appointed attendance officer.
- Review tracker and highlight students who have not engaged with learning during lockdown.
- Increase Mental Health in School Team's (MHST) availability to support all students who are struggling.
- Offer parental support via MHST programme.
- Develop our counselling provision and move to TEAMS meetings, for students.
- Cross reference PP / SEND group and work more closely with new SENDCo; responding appropriately to students' needs.
- Review Y11 intervention programme early, in light of lockdown.
- Develop best model (with Business Manager) to keep track of expenditure and review impact systematically
- Continue to develop database to track each student's intervention across subjects / school.

C. Walker

September 2020