

Our values:

High Challenge, No Excuses

Having ambition and high expectations of ourselves and our students. We never settle for less than our very best.

Learners and Leaders, No Excuses

Every one of us taking ownership and embracing accountability. All of us show leadership and seek out learning

“So what?”

We constantly seek to know ourselves and the impact of our work. We are restless to know how we can further improve.

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 the past, those who are Looked After Children (CLA) or have been adopted, do not achieve as well as their peers. Children of service personnel are also entitled to some extra funding; at John O' Gaunt in the 2020-21 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 lower scale scores than their peers.
- 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, BSM and Vice Principal.
- 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 Faculty level. English and maths Faculty Leaders meet fortnightly with the Head and Vice Principal, in the run up to the examination period, 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 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 2020)	400 (Y7 – 11 only)
Total % of students eligible (Sept 2020)	31% PP (which is above the National Average) 24% FSM (which is above the National Average – 20.8%) https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
Students eligible in Y7	36 (26 are FSM) (40% of year group)
Students eligible in Y8	24 (18 are FSM) (29% of year group)
Students eligible in Y9	22 (17 are FSM) (33% of year group)
Students eligible in Y10	17 (14 are FSM) (21% of year group)
Students eligible in Y11	24 (18 are FSM) (24% of year group)
LAC students	2: 1 (Y7) 1 (Y11)
Adopted	0
Service Personnel	0
Amount of PPG received	£935 (PP students) £2,300 (LAC / adopted) – depending on Local Authorities, however, this funding is managed by a virtual Head, for the relevant Local Authority.
Total grant	£105.000 (approx.)

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 (19%)
Year 8	4 (17%)
Year 9	5 (23%)
Year 10	1 (6%)
Year 11	2 (8%)

Prior attainment of PP V Non-PP students	
KS2 E and M Average Scaled Score Non-PP (Year 7)	101
KS2 E and M Average Scaled Score PP Note: this is based on CATs scores as there were no Y6 SATs in 2020	98.49
KS2 E and M Average Scaled Score Non-PP (Year 8)	100.89
KS2 E and M Average Scaled Score PP	98.75
KS2 Average Scaled Score Non-PP (Year 9)	102.8
KS2 Average Scaled Score PP	95.82
KS2 Average Scaled Score Non-PP (Year 10)	100.22
KS2 Average Scaled Score PP	97.72
KS2 Average Scaled Score Non-PP (Year 11)	99.6
KS2 Average Scaled Score PP	96.5

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 Y9.

KS2 results are published as an average score of both English and maths. A score of 99-103 is considered 'average performance'.

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		
Attainment 8 Grade	3.11	4.48

Note: the data in the above column is based on CAG (Centre assessed grades) and exam board moderation; there was no valid Progress 8 calculation

2021 Results Y11 PP v non-PP performance	PP	Non-PP
9-4 in E&M	41.7	54.7
9-5 in E&M	12.5	35.8
9-4 in Eng	41.7	64.2
9-4 in Maths	50	60.4
9-5 in Eng	14.2	29.2
9-5 in Maths	16.7	41.5
Progress 8		
Attainment 8 Grade	3.05	4.2

Note: the data in the above table is based on TAG (Teacher assessed grades); there was no valid Progress 8 calculation

Attendance data (2019-20)	Overall	PP students	Non-PP students
Year 7	95%	91.1%	96.1%
Year 8	94.3%	90.4%	96%
Year 9	93.1%	87%	94.8%
Year 10	93.8%	89.4%	93.8%
Year 11	92.9%	87.2%	94.7%

Attendance data (2020-21)	Overall	PP students	Non-PP students
Year 7	91.9%	88.8%	93.89%
Year 8	90.9%	86.36%	92.9%
Year 9	91.8%	87.29%	94.26%
Year 10	90.3%	85.09%	91.71%
Year 11	89.6%	86.48%	91.61%

Considering the difficulty we faced with lockdown and isolation periods, our attendance data was good overall and above national average. However, PP attendance in comparison to non-PP remains a key focus for next year.

The impact report below is patchy due to further lock down and group isolation, throughout the year. Data is therefore unavailable for some section of this report.

PPG spend:

STRATEGY	APPROX. COST	IMPACT
Staffing: <ul style="list-style-type: none"> ➤ Literacy and numeracy groups at KS3 ➤ Tuition support for key students in maths and science (extra groups created once a week at both KS3 and KS4) ➤ HLTA maths / cover ➤ PP Project 17 for Y11 	£30,000	See Year 11 data above. KS3 data: 69% of students have met their target zone for English in Y7 84% in Year 8 50% in Year 9 working at grade 3+

<ul style="list-style-type: none"> ➤ Student Welfare Team 		<p>Increase in number of staff, to support at risk students. Health and wellbeing focus. Mental health support showed a greater number of students accessing support</p>
<p>Raising achievement:</p> <ul style="list-style-type: none"> ➤ Small group maths tuition (KS4) ➤ Careers advice and guidance (college visits / applications / 1-1 support) ➤ Focus on feedback (marking stickers) ➤ After school revision (limited to TAG preparation) ➤ Collapsed timetable for Y11 maths, Eng and science days 	<p>£20,000</p>	<p>1-1 focus for 'at risk' students.</p> <p>We have 2 NEET students in 2021 (we continue to work with West Berks to reduce this number)</p> <p>100% of Y11 'at risk' students were invited for a 1-1 meeting to secure post-16 course, post-Covid.</p> <p>Extra support offered from Excalibur SLE. All subject leaders were able to standardise and moderate at least one piece of TAG evidence.</p>
<p>Curriculum support:</p> <ul style="list-style-type: none"> ➤ Curriculum intent and implementation 	<p>£30000</p>	<p>Delivery of high-quality lessons (focus on challenge). Many new resources bought to respond to the needs of our students, in</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 		<p>particular the need to increase Cultural Capital opportunities in all that we teach / do.</p> <p>CPD days were granted for all Faculty Leaders</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>Accelerated Reader has been abandoned and replaced by a better system (see 2021-22 strategy)</p> <p>82% of students on the star reading programme have improved their reading skills</p> <p>Delivery of maths tuition via maths watch show 75% success</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 	<p>£20000</p>	<p>A few PP families were able to attend meetings.</p> <p>All PP can attend after school catch-up / revision sessions and activities</p> <p>100% of PP KS4 students now have access to ICT + internet at home. 90 laptops were distributed during the lock down period.</p> <p>100% of students who needed it were supported with uniform and PE kit</p> <p>100% PP students who needed it have had access to counselling</p>

➤ Student Leadership		PP students are given increased opportunities to be student leaders during high profile events (OAP Concert / Open Evening etc...)
Extra-curricular activity: ➤ Trips and visits	£ 500	100% of all those who asked, have been supported financially and have been able to participate in trips and visits.
	TOTAL: Approx. £105,000	See note above about funding; spending has to be considered across two academic years.

Next steps: See Strategy document for 2020-21

- Share this report with staff and Governors
- Review 2021 results and prepare carefully for 2022, i.e. keep record of key evidence
- Complete our PP strategy for 2021-22, with the help of seconded AVP
- Strengthen the Student Welfare team with a review of roles and responsibilities.
- Continue to implement our new KS3 and KS4 curriculum offer and start the review process
- Continue to review our strategy to improve PP attendance and develop role and responsibility of attendance officer.
- Review student progress and focus recovery tuition programme on PP students.
- Increase Mental Health in School Team's (MHST) availability to support all students who are struggling.
- Offer parental support via MHST programme.
- Cross reference PP / SEND group and work more closely with new SENCO, responding appropriately to students' needs.
- Review Y11 intervention programme early and re-launch standards agenda focusing on PP performance, especially PP boys.
- Develop best model (with Finance Officer) to keep track of expenditure and review impact systematically
- Continue to develop database to track each student's intervention across subjects / school.