

Required information

Gillotts School
Gillotts Lane
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Enquiries should be addressed to Mrs M. McWhinnie, PA to the Headteacher

Headteacher: Ms Catharine Darnton
Chair of Governors: Mr David Gorsuch, who may be contacted through the Clerk to the Governors, Glynis Smith, at the school
SENCo: Miss Claire Collyer

Gillotts School is a registered company limited by guarantee - Company registration number 07954417 -
Registered address: Gillotts Lane, Henley-on-Thames, Oxon RG9 1PS

Non nobis solum – Not by ourselves alone

Gillotts is a high performing, innovative school where every student is valued as an individual, and is supported and encouraged to achieve their potential. We pride ourselves on being inclusive of all, developing academic achievers and individuals who make a positive contribution to society now and in their future lives.

The school's policies can all be accessed from the home page of our website www.gillotts.org.uk:

- **Behaviour for Learning Policy**
- **Admissions Policy**
- **Curriculum Policy** – this includes the list of courses running at KS4 along with the qualifications they lead to
- **Special Educational Needs Policy**
- **Access Plan**
- **Equality Duty and Objectives**
- **Charging and Remissions Policy**
- **Complaints Policy**

The school's most recent **Ofsted report** accessed from the home page of our website www.gillotts.org.uk.

The 2017 Key Stage 4 results are at

<https://www.compare-school-performance.service.gov.uk/>

In 2017:

- 82% of students achieved grade 4+ in both English and mathematics
- 68% of students achieved grade 5+ in both English and mathematics
- 49% of students gained the English Baccalaureate
- The Progress 9 score is 0.27 which is above average
- Attainment 8 score was 53, meaning students achieved grade 5.3 on average

The **content of the curriculum** for each subject at key stage 3 can be accessed from the home page of our website www.gillotts.org.uk. Further information can be obtained from Dr E.J.Newbold, Deputy Headteacher.

An annual report on SEN, disability and equality is included in the Annual Report to Parents, which can be accessed from the Governors page of our website www.gillotts.org.uk.

Pupil Premium

Academic Year 2017-18

Allocation: £87,980 (for 01 April 17 – 31 Mar 18)

Spending: £108,181 (plus £9,424 brought forward)

Outcome	Activity	Description	Cost
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 – Years 7-9	This is led by the English and mathematics Subject Leaders and delivered by the Senior Learning Support Assistants (Literacy and Numeracy), in lessons and through small group withdrawal. The programme is focussed on students who made less progress than expected at primary school in English and mathematics and on those eligible for Pupil Premium.	(£7503 tbc (Feb 18) Y7 Catch-up Premium)
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	<p>Students are able to opt for additional English and mathematics as one of their option choices. Students whom data suggested would benefit for this, with a particular focus on those eligible for Pupil Premium, received targeted information through the options process.</p> <p>Previously we provided intervention through 1:1 and small group tuition but this meant withdrawing students from other lessons. Following the evidence that quality first teaching is one of the most effective interventions, we have therefore changed our model so intervention is planned as an integral part of the curriculum model, not a bolt-on.</p>	£10,000 (two groups in Y10, includes £9,424 brought forward from 1:1 tuition in 1617)
Improve the progress of disadvantaged students so it is as good as all other students nationally	Alternative Curriculum	<p>In order to support engagement and hence progress and achievement at in Years 10 and 11, we offer targeted students alternative provision:</p> <ul style="list-style-type: none"> • Skillforce* 	Contribution towards cost £12,200 (of £23,200)

Outcome	Activity	Description	Cost
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 2017-18, 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
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.	£12,173
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 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.	£80,732 (Cost of three TLR 1Bs, including on-costs (HoH), three TLR 2As, including on-costs (A HoH), Family Support key Workers)

* SkillForce is an education charity working with 10,000 young people throughout 150 schools in Great Britain who are in danger of leaving school without the skills and qualifications they need to succeed in life

Academic Year 2016-17

Allocation: £92,625 (for 01 April 16 – 31 Mar 17)

Spending:

Activity	Description	Cost
I to I tutoring	Students receive intensive support in regular sessions over a fixed period of time. The programme is focussed on students in key stage 3 who made less progress than expected at primary school in English and mathematics and on those in key stage 4 at risk of underachieving at GCSE	Bfwd £9000
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	£12,173
Alternative Curriculum	In order to support engagement and hence progress and achievement at in Years 10 and 11, we offer targeted students alternative provision: <ul style="list-style-type: none"> • Skillforce* 	Contribution towards cost £10,000 (of £21,000)
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 TLR1B and is supported by an Assistant Head of House (TLR2A) and two members of support staff. We also employ a Family Support Key Worker. This intervention ensures we know our students and their needs well	£71940 (Cost of three TLR 1Bs, including on-costs (HoH), three TLR 2As, including on-costs (A HoH), Family Support key Worker)
Small fund of £35 per disadvantaged student (equal to increase in value of PP for 2014-15)	In order to support each individual disadvantaged student's needs (eg equipment, revision materials) In 2016-17, 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 £3500

* SkillForce is an education charity working with 10,000 young people throughout 150 schools in Great Britain who are in danger of leaving school without the skills and qualifications they need to succeed in life

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. Reflecting its importance, we devoted one Thursday meeting each term in 2012-13 to marking as a team, and to the development of effective feedback. From 2013-14 onwards, one after school meeting each term has been devoted to work sampling. We also adopted, from September 2012, a standardised format for feedback which we call Triple Impact Marking. 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

The tables below show which specific interventions each disadvantaged student accessed in the academic year 2016-17. In addition all accessed regular and individual progress management, mentoring, advice and personal support through the House system.

Explanation of interventions:

HPA mentor	Mentor for High Prior Attainment student
A&G	Advice and Guidance
FSKW	Family Support Key Worker
EWB/ELSA	Emotional well-being
LS Boosters	Learning Support Boosters
TPA	One-to-one session with tutor
CAFTAC	Common assessment framework, team around the child
BYOD support	Bring-Your-Own-Device support
SOFEA	Specialist KS4 curriculum provision

Year 7

I:1 English	I:1 Maths	Yr 7 Intervention Group	Mindfulness	HMWK support/club	HPA Mentor	A&G	Gateway support (timetable etc)	Alternative Curriculum	Nomad Mentoring	Life Skills	FSKW	Counsellor	EWB/ELSA	Guitar	Yoga	LS Boosters	Young Carers	TPAs	BYOD support	Personal Resources	Maths Progress	English Progress
		✓					✓					✓	✓								Red	Green
													✓				✓	✓			Green	Red
		✓		✓			✓		✓		✓	✓	✓								Red	Green
													✓			✓					Green	Green
		✓		✓								✓	✓			✓		✓			Red	Green
✓											✓	✓	✓					✓			Green	Green
							✓						✓								Green	Green
							✓					✓	✓								Green	Green
		✓		✓			✓					✓	?			✓		✓			Red	Red
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		✓		✓			✓				✓	✓	✓	✓		✓	✓				Red	Green
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		✓					✓					✓	✓								Red	Green
		✓		✓			✓					✓					✓	✓			Red	Green

Year 8

I:I English	I:I Maths	Mindfulness	HMWK support/club	HPA Mentor	A&G	Gateway support (timetable etc)	Alternative Curriculum	Nomad Mentoring	Life Skills	FSKW	Counsellor	EWB/ELSA	Guitar	Yoga	LS Boosters	Young Carers	TPAs	BYOD support	Personal Resources	English Progress	Maths Progress	
✓						✓					✓										Red	Green
✓											✓	✓	✓					✓			Red	Red
						✓											✓				Green	Red
✓						✓						✓									Green	Red
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		✓				✓					✓										Red	Green
✓	✓									✓	✓						✓				Red	Red
		✓								✓	✓						✓				Green	Red
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																	✓				Red	Green

Year 10

I:I English	I:I Maths	Mindfulness	HMWK support/club	HPA Mentor	A&G	Gateway support (timetable etc)	Alternative Curriculum	Skillforce	Nomad Mentoring	FSKW	Counsellor	EWB/ELSA	Guitar	Yoga	Young Carers	TPAs	BYOD support	Personal Resources	SOFEA	Maths Progress	English Language Progress	
✓						✓															Red	Green
	✓																				Red	Red
	✓					✓				✓											Red	Red
	✓					✓			✓	✓	✓			✓		✓	✓	?			Green	Green
	✓		✓			✓		✓		✓	✓	✓		✓							Red	Green
					✓						✓	✓	✓								Red	Green
	✓									✓	✓		✓	✓	✓	✓					Red	Red
	✓					✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓		Red	Green
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	✓							✓	✓	✓						✓		✓			Red	Green
	✓							✓		✓					✓	✓		✓			Red	Green

The impact of the expenditure on the educational attainment on pupils at the school:

I to I tutoring

Academic Year 2016-17

We continued the revised structure of the tuition implemented in 2015-16.

English – From January 2017, employed one English teacher, one day per week

Budgeted costs – £200 per day, for 22 days; Total £4400

Actual costs - £200 per day, for 17.5 days; Total £3500

Maths – From September 2016, employed one HLTA, 12 hours per week, for 38 weeks

Budgeted total £6665

Actual total £3579

Budgeted grand total cost **£11,065**

Actual grand total cost **£7079**

Note these tutors provided I to I tutoring both for disadvantaged students and for those eligible for Y7 catch up premium.

Total budget: £9000 (PP) plus £7503 (Y7 catch up) = £16,503

Total expenditure: £7,079

English

	Number of students receiving tutoring	Average number of 1 hour sessions	Average group size
Y11	16	9	tbc

Maths

	Number of students receiving tutoring	Average number of 1 hour sessions	Average group size
Y10	16	11	4
Y11	21	11	4

The overall progress achieved by the students over the academic year (measured in new GCSE grades) was as follows:

English

	Tuition	All students
Y11	0.1	0.6

Maths

	Tuition	All
Y10	-1.6	-0.3
Y11	1.8	1.9

Note that in September 2015, alongside the introduction of the new more challenging 9-1 GCSEs in English and mathematics, we introduced a new tracking system based on the new GCSE (9-1) grading structures. Reliability of grading will have been significantly impacted by this change. The new 9-1 grades are also 'non-linear' with fewer grades at the bottom and more grades at the top.

However the lack of impact of 1 to 1 tuition in this format has caused us to revise our model for 2017-18.

The impact of the expenditure on the educational attainment on pupils at the school:

Alternative Curriculum

Skillforce

Year	Number of students	GCSE equivalence	Grades	Subject residual
2016-17	6	None	All achieved: ASDAN Level 2 Wider Key Skills and Level 2 COPE plus... St John's Ambulance Young Life Saver, NNAS Navigation Award	tbc

Careers Guidance

2017 Leavers

	Whole cohort (157)	FSM6/CLA
Education	97%	17 (89%)
Apprenticeship	0%	
Employment	1%	1 (5%)
NEET	2%	1 (5%)
Unknown	0%	

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

	Number of students
A levels (Level 3)	3
Vocational (Level 3)	7
Vocational (Level 2)	3
Vocational (Level 1)	3
Football academy	1
Employment	1
NEET	1

The impact of the expenditure on the educational achievement of pupils at the school:

Achievement by disadvantaged pupils (2017)

It should be noted that the number of students eligible for Pupil Premium each year is small and therefore group comparisons should be treated with care.

Progress 8 – disadvantaged (15 pupils)

The progress of disadvantaged pupils is below average overall and in English and Humanities. It is above average in Mathematics and Languages and average in Science.

Note the small group sizes.

		National
Overall	-0.54	0.11
LPA (3)	0.17	-
MPA (8)	-0.79	-
HPA (4)	-0.56	-

		National
English	-0.81	0.11
LPA	-0.01	-
MPA	-1.35	-
HPA	-0.32	-

		National
Mathematics	0.24	0.12
LPA	1.21	-
MPA	0.03	-
HPA	-0.07	-

		National
EBacc	-0.33	0.13
LPA	0.50	-
MPA	-0.48	-
HPA	-0.65	-

		National
EBacc – Science (14)	0.00	0.10
LPA (3)	0.19	-
MPA (7)	0.02	-
HPA (4)	-0.18	-

		National
EBacc – Languages (4)	0.75	0.04
LPA (1)	2.00	-
MPA (1)	0.00	-
HPA (2)	0.50	-

		National
EBacc – Humanities (8)	-0.65	0.14
LPA (0)	N/A	-
MPA (5)	-0.91	-
HPA (3)	-0.23	-

Attainment 8 – disadvantaged (15 pupils)

		National
Overall	34.22	49.51 (all other)
LPA (3)	24.67	-
MPA (8)	28.72	-
HPA (4)	52.38	-

		National
English	7.07	10.51 (all other)
LPA	5.33	-
MPA	5.50	-
HPA	11.50	-

		National
Mathematics	7.87	9.67 (all other)
LPA	6.00	-
MPA	6.75	-
HPA	11.50	-

		National
Ebacc	9.33	13.69 (all other)
LPA	6.67	-
MPA	7.75	-
HPA	14.50	-

Attainment - %5+(EM) – disadvantaged (19 pupils)

		National
Overall	20	49 (all other)
LPA (3)	0	-
MPA (8)	0	-
HPA (4)	75	-

Attainment - Ebacc – disadvantaged (15 pupils)

		National
Overall	13	25 (all other)
LPA (3)	0	-
MPA (8)	0	-
HPA (4)	50	-