



SUMMARY INFORMATION					
Name of School	Maiden Erlegh School			No. on roll in R-Y11 (Oct 2020)	1383
School CU Lead	Sian Young	Total budget (£80 pp)	£110,640	Autumn:	£27,660

Gap identification procedures:

September 2020 – Teacher/HOD and HOY analysis of student concern tracking sheets that were kept undated during the school closure.

September 2020 - Initial formative baselines assessments within English and Mathematics for all pupils in year 7.

September/October 2020 – Strategic discussion with SEND and PP lead.

Throughout the year - Analysis of DCP for year 7-11. (Individual/subgroups/cohorts)

Standards Meetings – HOD/HOY meet with strategic AHT lead to discuss students progress. (Globally/cohort level and individual)

Overriding aim is to ensure any spend against the catch-up premium is based on a needs analysis, rooted in research informed procedures, which can be explained and supported using data as far as possible

Maiden Erlegh School follow the concept that the most impactful means of catch-up is to ensure all students receive quality-first classroom teaching.

IDENTIFIED CONCERN	ACTION	KPI	PROJECTED SPEND	STAFF LEAD	WHEN WILL THIS BE REVIEWED?
Gaps have emerged in the year 11 cohort for English and Maths. (Information on progress gained from Maths and English KS4 leads)	<u>MY tutor:</u> KS4 leads for English and maths to accurately identify gaps in progress within the year 11 cohort. Each student to be provided with a one-to-one tutor through the agency My tutor.	- 90% of students close the gap between their current and their expected benchmark grade. (DCP data)	£7560	YN/BL	December 2020

	Each student to received ten hours of one-to-one online tutoring with a maths/English specialist.				
<p>Gaps in knowledge content and skills within KS4 students.</p> <p><i>The EEF state: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups or work which is more closely matched to learners' needs explains this impact.</i></p>	<p><u>MES Tutoring:</u> HOD/AHT/HOY to use the schools DCP data to accurately identify gaps in progress for KS4 students.</p> <p>Each student to be provided with one-to-one or small group tutoring by Maiden Erlegh Teachers.</p> <p>Students to received 5 or 10 hours of tutoring based on their identified need.</p>	<ul style="list-style-type: none"> - 95% of students close the gap between their current and their expected benchmark grade. (DCP data) 	£40000	YN	December and May
<p>Gaps in content knowledge for KS3 students. (Core Subjects)</p> <p><i>The EEF state: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups or work which is more closely matched to learners' needs explains this impact.</i></p>	<p><u>Teaching Assistance Tutoring:</u> HOD/AHT/HOY to use the schools DCP data to accurately identify gaps in progress for KS3 students within English, Maths and Science.</p> <p>Each student to be provided with one-to-one or small group tutoring by Maiden Erlegh Teaching Assistance.</p> <p>Students to received 5 or 10 hours of tutoring based on their identified need.</p>	<ul style="list-style-type: none"> - 95% of students close the gap between their current and their expected end of KS4 benchmark grade. (DCP data) 	£4000	YN	December and May
<p>Gaps have emerged in cohorts and subgroups within core subjects. (Year 9 and 10)</p>	<p><u>National Tutoring Programme: (9/10)</u> Students to receive 15 hours of maths, English or Science tutoring. (Groups of 1,2,3)</p>	<ul style="list-style-type: none"> - Students identified will receive 15 sessions bespoke to their needs. - Students will progress 2 sub levels by Feb DCP in English, maths or science. 	£10,800	YN	December/ May

<p>Students in KS4 (year 10/11) missed some content from the pastoral programme relating to examination preparation. (How to revise, time management etc..)</p>	<p><u>Positively Mad Revision:</u> All student in year 10/11 to take part in a support session with Positively Mad.</p> <p>This will be completed in school (online) with the focus on ensuring students gain key tips and techniques, motivation strategies and 'super speedy' study skills.</p> <p>To overall aim is to ensure students know how to prepare physically and mentally for their examination.</p>	<ul style="list-style-type: none"> - 95% student attendance at the Positively mad event. 	<p>50% paid prior to the school lockdown.</p> <p>£0</p>	<p>YN/NO</p>	<p>December</p>
<p>Increased number of pupils in year 10 who are struggling with stress and school/work related anxiety due to the trauma of the COVID 19 pandemic.</p> <p><i>The school recognises that pupils learn better and are happier if their emotional needs are being met. Emotional needs impact the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing.</i></p>	<p><u>Satro Mentoring:</u> HOY to accurately identify the students who are struggling with emotional or mental health problems related to school work and need support.</p> <p>Each student to be provided with a one-to-one mentor through the educational charity Satro.</p> <p>Each student to meet with their mentor 2/3 times a week throughout the year. Focus is on providing support with life skills/revision techniques/stress support.</p>	<ul style="list-style-type: none"> - 95% student's attendance. - Student voice feedback at least 85% positive. 	<p>£0</p>	<p>YN/GI</p>	<p>December and May</p>
<p>Content gaps emerged within GCSE subjects.</p>	<p><u>GCSEPod</u> MES to signup to GCSEPod. All staff and students to gain access to this online resource. GCSEPod covers all subjects and is specific to the exam boards for MES.</p> <p>HOY to promote the use of GCSEPod as a self-learning tool. Encourage students to watch the Pods (Videos) and complete the tasks as part of their independent learning.</p> <p>GCSEPod videos and tasks to be set by the class teacher as assignments/homework's to complement their quality first teaching.</p>	<ul style="list-style-type: none"> - Usage for each year group to be 60%. (Yr10/11) - Usage for each core subject 50% - Usage for non-core subjects 50%. 	<p>£6025.44</p>	<p>YN</p>	<p>Each Term</p>
<p>Gaps have emerged for some students with SEND needs.</p>	<p>SEND and PP lead to accurately identify gaps in progress across all SEND/PP/Disadvantaged cohorts.</p>		<p>Third Space Estimated Cost - £6000</p>		

<p>Disadvantaged Gap increasing during the school closure.</p> <p><i>The EEF (2020) have reported that <u>the recent Covid-19 lockdown</u> is likely to have reversed progress made in narrowing the attainment gap in the last decade. Indeed, the Education Endowment Foundation's recent evidence review predicts that the gap could widen by as much as 75 per cent (EEF, 2020)</i></p> <p><i>Third Space does not take pupils out from Quality First teaching, as it is delivered after school.</i></p>	<p>Third Space Learning – TBC</p>				
<p>Increased number of pupils in school with emotional and mental health problems due to experiencing the trauma of the COVID 19 pandemic.</p> <p><i>The school recognises that pupils learn better and are happier if their emotional needs are being met. Emotional needs impact the ability and readiness to learn. Targeted therapies have been proven to impact on emotional wellbeing.</i></p>	<p><u>Mental Health Support:</u> HOY and safeguarding leads to identify any students whose mental/emotional health was impacted by the COVID 19 pandemic.</p> <p>Students will be identified proactively using the results from the wellbeing questionnaire and reactively with KS4 HoYs referring students for the intervention through inclusion as and when issues arise.</p> <p>ELSA Training CPD for 2/3 teaching assistance/inclusion team to have specialist training in Emotional Literacy Support Assistance. Training to take on the role of emotional support for children.</p> <p>Bolster School counsellor team to deliver bespoke group workshops aimed at Key Stage 4:</p> <ul style="list-style-type: none"> ○ Exam Anxiety ○ Low Self Esteem ○ Resilience work with SEN students 	<ul style="list-style-type: none"> - Student voice – Students share that they are aware of how to deal with exam stress/anxiety. - Reduction in students needed support. 	<p>ELSA Training (3 staff) = £975</p> <p>Bolster Sessions: £100 a session for £600 x 10 = £6000.</p> <p>TOTAL = £6975</p>	<p>BD</p>	<p>January</p>

Gaps have emerged in cohorts and subgroups within core subjects.	Extra Staff to support with tutoring. National Tutoring Programme:	<ul style="list-style-type: none"> - Students identified will receive at least 10 small group sessions bespoke to their needs. - Students will progress 2 sub levels by Feb DCP in English and/or maths. 	£2500	YN/HT	December/ May
A drop in attainment was identify for a number of EAL students.	<u>Racing to English</u> – EAL support Resources purchased to support teachers with differentiation for EAL students. Resources shared with HOY and whole staff body.	<ul style="list-style-type: none"> - EAL students DCP2 data shows students are making at least 2 sub levels of progress. 	£50	YN	March 2021
School is aware that new concerns/ gaps might emerge throughout the year re COVID so a contingency will be held to address any upcoming issues.	Contingency for newly identified concerns/ gaps.		£26,000	YN	Spring 2021
			TOTAL SPEND	£109,850	