



Summary information					
School	Maiden Erlegh School				
Academic Year	2019-20	Total PP budget	£115,940	Date of most recent PP Review	June 2019
Total no. of pupils	1825	Number of pupils eligible for PP	No: 124 (from Jan census) 6.7 % of all students (Y7-13)	Date for next internal review of this strategy	Jan 2020

Cohort information (for 2019/20)					
	No	% LOW	% MIDDLE	% HIGH	Pastoral or other contextual information
7 PP	14	31	54	15	<ul style="list-style-type: none"> - 14 PP students - High proportion of SEN need
7 ALL	279	14	46	40	
8 PP	34	11	59	30	<ul style="list-style-type: none"> - Large number of behavioural issues in school and safeguarding issues outside of the school - Gap in PA % between PP and non PP students
8 ALL	277	15	53	32	
9 PP	27	48	41	11	<ul style="list-style-type: none"> - High proportion of SEN students, specialist SEN provision for Key Stage 4 required – delivered through Violet Pathway - Large number of safeguarding issues - Gap in PA % between PP and non PP students
9 ALL	279	18	53	29	
10 PP	28	22	41	37	<ul style="list-style-type: none"> - Equal split boys and girls - PA issue in wider cohort, but not a large gap between PP and non PP
10 ALL	273	20	48	32	
11 PP	23	13	39	48	<ul style="list-style-type: none"> - Boy heavy year group 58% and very high achieving - Gap in PA % between PP and non PP students - Large number of contextual safeguarding issues impacting on behaviour and engagement in school
11 ALL	277	5	35	59	

Starting points (current year 7 in 2018/19)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieved expected standard in reading, writing & maths	61%	82%
% achieved expected standard reading test	76%	84%
% achieved expected standard in writing TA	52%	69%
% achieved expected standard in mathematics test	79%	83%
% achieved greater depth in writing TA	21%	20%

Tracking information – (2018/19)							
	No.	APS (KS2)	Average 1-9 Scale grade	Progress Measure	% Attendance	No. Persistent Absenteeism (<90% attendance)	% Persistent Absenteeism
7 PP	34	104.06	1.24	-0.11	94.72	5	14.8
7 ALL	278	106.06	1.42	-0.06	96.94	12	4.3
Gap		-2.00	-0.18	-0.05	-2.22		-10.5
8 PP	30	97.60	1.95	-0.22	94.33	4	13.3
8 ALL	277	105.59	2.34	-0.23	96.37	13	4.7
Gap		-7.99	-0.39	0.01	-2.04		-8.6
9 PP	25	103.46	3.06	-0.47	95.22	2	8.0
9 ALL	277	105.11	3.28	-0.50	95.68	21	7.6
Gap		-1.65	-0.22	0.03	-0.46		-0.4
10 PP	23	28.34	4.02	-0.91	92.28	3	13.0
10 ALL	278	29.94	4.58	-0.95	94.97	22	7.9
Gap		-1.60	-0.56	0.04	-2.69		-5.1
11 PP	28	27.74	4.87	-1.81	93.38	5	17.9
11 ALL	276	29.72	5.61	-1.52	94.25	31	11.2
Gap		-1.98	-0.74	-0.29	-0.87		-6.7

Average 1-9 Scale grade- current attainment using the last reported scale grades

Progress Measure- The average difference between expected scale grades needed to be on track to meet aspirational benchmark and the actual recorded current attainment. A progress measure of -0.3 indicates one fine grade below this suggested flight path.

Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils arrive with pre-existing gaps in literacy and numeracy as they enter Year 7 and gaps in some areas continue. Gap between PP students and the rest of the cohort.
B.	Curriculum participation/access: For some PP students lack of resources mean that some students might be unable to afford uniform, equipment to enable them to feel part of the school. Some students are not able to access extra-curricular and enrichment activities where a parental financial contribution usually supports these activities.
C.	Low careers aspirations for many PP students: For many PP students they have not had their aspirations nurtured concerning post-16 careers and further/higher education opportunities.
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance: PP attendance lower than non-PP. A difference across year groups between PP and non-PP persistent absenteeism
E.	Resources - £100 allowance for all PP students and teacher premium allocated to departments.
F.	Wider, contextual vulnerability: A number of PP students have complex and challenging home lives including those deemed high risk (e.g. to CSE or Gangs, those subject to local authority plans and Looked after children)
G.	Lack of cultural capital for many PP students means that some students find aspects of the taught curriculum harder to access, not having had the fullness of life experience that non-disadvantaged students may have had.
H.	Disadvantaged home learning conditions mean that not all out-of-class work can be/is completed. Parental engagement with school is low/non-existent so they are not getting the required information to support their child.

Strategic Plan						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff lead	Interim Review	Final Review
Objective 1 - To communicate a clear vision, which maintains the profile of disadvantaged students and the school's inclusive ethos.						
Financial Contribution: 1, 2, 3, 4, 7, 12, 15, 16						
Publish student lists to staff with all disadvantaged students in September and updated as necessary	Ensure that the profile of disadvantaged students is maintained. Teachers use this information when they are planning lessons and creating seating plans.	<p>Barrier: A</p> <p>All teaching staff can identify PP students and how they positively plan and mark with them in mind. Identified through lesson observations and learning walks.</p> <p><i>Reduction in gaps compared to tracking information given above.</i></p>	Sept '19	GV		
Induction Programme contains specific information on PP students	Provide training and induction for new staff so that they understand our ways of working with disadvantaged students as part of induction programme	<p>Barrier: A</p> <p>Included as part of the Induction Checklist with HR and a briefing is scheduled with a PP champion for any new teachers (as per safeguarding, GDPR, etc)</p> <p><i>Reduction in gaps compared to tracking information given above.</i></p>	Sept 19	GV		
Publish protocol for allocation of personal allowances and sixth form Bursary and examples of	Transition to Year 12 is a seamless process for disadvantaged students and they understand how to apply for and access the student bursary.	<p>Barrier: B E</p> <p>All students that wish to apply for the bursary, do so by the deadline.</p>	Sept '19	GV/Attendance		

<p>spending and outcomes.</p> <p>Assembly at the start of the year.</p> <p>Email to all Year 12 and 13 parents at the start of the year.</p>		<p><i>Teachers are actively bidding for teacher premium and justifying the impact this is having</i></p>				
<p>Staff briefings/CPD to continue to reference DA students to reinforce key messages about profile and priorities, potential barriers to learning, the need to “over-expect”</p>	<p>Ensure that staff recognise that disadvantaged students are not a homogeneous group but require personalised provision and an understanding that they are likely to have underperformed previously, thus “over-expecting” must be the norm.</p>	<p>Barrier: A E</p> <p>Evidence of this from PP Champion(s)</p> <p>Brief staff on Thursday morning briefing on specific PP students and barriers to learning.</p> <p><i>Reduction in gaps compared to tracking information given above.</i></p> <p><i>Teachers in core subjects are actively bidding for teacher premium and justifying the impact this is having</i></p>	<p>On-going</p>	<p>SU/YA/CP (GV)</p>		
<p>Selection Criteria for Gold and Silver Programme reviewed in 18/19 and continues to be implemented to over expect from DA students.</p> <p>Selection of sets for students to challenge DA students on entry</p>	<p>Ensure that removing differences in performance between DA students and their non-DA peers remains high profile in Department Development Plans and Appraisal Targets.</p>	<p>Barrier: A C G</p> <p>PP Champion(s) to review Silver and Gold Programme attendees and selection.</p> <p>PP Champion to encourage attendance of Gold and Silver Programme as appropriate through action plans.</p>	<p>Sept 19</p>	<p>SU/YA/CP (GV)</p>		

<p>to the school in Year 7 and then continues through Key Stage 3 and 4.</p>		<p>PP Champion to review English and Maths 'sets/banding' and agree movement to a higher group where appropriate.</p> <p>Head of Year 7 and HoDs for English and Maths to review setting for new students and move up where appropriate.</p> <p>DA target as part of appraisal targets. A selection to be produced for staff to select from, including PP.</p> <p><i>Reduction in gaps compared to tracking information given above.</i></p>				
<p>Implementation of the PP Passport for Years 7 and 8</p>	<p>Supports discussion with PP Champion and student about their plans, what they want to achieve and how they can supported</p>	<p>Barrier: B E H</p> <p>1-2-1 meetings for Y7 and 8 PP Champion uses these Passports and they are updated on a regular basis.</p> <p><i>All have a 1-2-1 plan with their PP Champion. Engagement of PP students in school activities. All taking part in at least one activity.</i></p>		<p>SU</p>		

Letter to all PP students prior to the uniform sale, which allows student to buy uniform and offset this against their £100 budget for Year 7.	Ensure there are no financial barriers to purchasing uniform that parental engagement with the school is positive before Year 7 students start school.	Barrier: B E All PP students have the correct uniform when they start school.		SU		
Priority access to parents evening appointments, prior to other students. Reminder emails/texts sent to PP parents about booking for events Identify through PP Champions and identify any barriers to parent attendance at school events – timing, work, transport, child care, etc.	Ensure that PP parents engage with the school and are able to see all of the teachers they wish to see. Improve engagement of parents with school and attendance of school events.	Barrier: B D H PP parents attendance is monitored (require a baseline to be taken) and improvement measured <i>Baseline PP parent attendance at parents evening compared to the rest of the cohort and ascertain if there is a gap. Measure and improve as appropriate after this.</i>		SU/YA/CP		
Objective 2 - To improve attendance for disadvantaged students and reduce the numbers for persistent absence						
Financial Contribution: 1, 6, 7, 12, 16, 18						
Attendance Officer to prioritise PP students in review meetings with HOYs and EWO Lower threshold % for intervention on attendance for PP	% gap between attendance of PP student and non PP students	Barrier: D Reduce the % gap in each year group. <i>Focus on: Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%</i>	Quarterly	Attendance Officer GV SU/YA/CP		

students and priority meetings						
Review EWO contract, implement new EWO contract to support PP absence.	Lack of available slots for referral to EWO on contract in 2018-19. New contract will have more support available for PP students.	<p>Barrier: D</p> <p>Reduce the % gap in each year group</p> <p><i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%</p>	Quarterly	GV/BD		
PP Champion Role to be changed from 1 to 3	Support for HoYs on PP attendance. Targeted with reducing this. Smaller number of students to monitor.	<p>Barrier: D</p> <p>Reduce the % gap in each year group</p> <p><i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%</p>	Quarterly	GV		
Attendance awards for all students in place and for PP students.	Ensure that parents understand the importance that the school places on attendance.	<p>Barrier: D</p> <p>Reduce the % gap in each year group.</p> <p><i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%</p> <p>Improve attainment and reduce the % gap in core subjects</p> <p><i>Measure using tracking chart above and use as a comparison</i></p>	Termly	SU/YA/CP		
Inclusion TA (CME)/HoY and PP Champion to work with	Improved attendance, improves performance in school	Barrier: D F H	On-going	SU/YA/CP		

students and families to overcome barriers to attendance. Inclusion TA allocated with 1 lesson each morning to focus on this.		<p>Reduce the % PA for DA students.</p> <p><i>Focus on:</i> Year 8 reduce gaps from 10.5% Year 10 reduce gap from 8.6% Year 11 reduce gap from 5.1%</p> <p>Priority access to:</p> <ul style="list-style-type: none"> - Confidence and Communication Club - JAC - School Counsellor 				
Objective No 3 – Reduce the gap in attainment for disadvantaged students						
Financial Contribution: 1, 2, 3, 4, 7, 12, 16						
PP Champion Role to be changed from 1 to 3	Support for HoYs on PP attainment. Targeted with reducing the gap on this. Smaller number of students to monitor.	<p>Barrier: A B E H</p> <p>Reduce the % gap in each year group</p> <p>1-2-1 actions plans for all PP students in place and are tracked</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p>	Termly			
Quality-first teaching	Contribution to the quality-first teaching CPD programme: what <u>all</u> students benefit from, PP students benefit from.	<p>Barrier: A G</p> <p>Reduction in Progress 8 gaps between PP students and non-PP students. See Year 11 data from 2018/19 co-hort.</p>	On-going	GV		
Standards Meetings	PP students identified separately in standards data. PP Champion(s) to attend SLG Curriculum meeting on standards and implement actions from this.	<p>Barrier: A G</p> <p>Reduce the % gap in each year group</p>	Termly	GV SU/YA/CP		

		<p>Implementation of actions from standards meetings can be evidenced by the PP Champions</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p>				
Action Plan for each student	<p>PP Champion(s) to meet with PP students each term and discuss actions plans. Support to be requested from:</p> <ul style="list-style-type: none"> - Student Mentors - Tutoring (Sixth Form and paid with staff) 	<p>Barrier: A G</p> <p>Reduce the % gap in each year group</p> <p>Bespoke 1-2-1 action plan for each student in place and is tracked</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p>	Termly	SU/YA/CP		
<p>PP champions to conduct learning walks and drop ins.</p> <p>Book scrutiny</p> <p>Staff to receive ongoing training and development at a whole school and department level.</p>	Evidence of Quality First Teaching in the classroom, positively discriminating in support of Pupil Premium students	<p>Barrier: A G</p> <p>PP Appraisal for all staff in 19/20</p> <p><i>Use tracking chart above to measure improvement and reduce %</i></p> <p>.</p>	Termly	GV SU/YA/CP		
<p>Presentation to HODs on Teacher Premium Budget at the start of the year</p> <p>HODs identify how teacher premium can positively impact on the attainment gap for PP students in their subjects.</p>	<p>Teachers are aware of the teacher premium budget and how they access this, the purpose of it and the impact.</p> <p>Use of teacher premium can be prioritised depending on standards meetings.</p>	<p>Barrier: A E G</p> <p>Reduction in % gap in the core subjects.</p> <p>Teacher Premium can be prioritised.</p> <p>Impact can be measured and reviewed each year.</p>	Sept/Oct 19	GV		

		Share best practice between HODs <i>Use tracking chart above to measure improvement and reduce %</i>				
AHTs in Maths, English and Science have specific strategies in place to reduce the gaps.	Evidence of Quality First Teaching in the classroom, positively discriminating in support of Pupil Premium students	Barrier: A G Reduction in % gap in the core subjects <i>Use tracking chart above to measure improvement and reduce %</i>	Termly	GV		
Objective No 4 -To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully engage with their education						
Financial Contribution: 1, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21						
Students identified as requiring additional support will be mentored by Inclusion staff. - JAC - School Counsellor (2 days per week) - Student Peer Mentors - School nurse appointments available - Confidence and Communication Club (Foundation Y7 & 8) - Looked After Students supported by LAC Designated Teacher	Emotional need and wider needs of disadvantaged students are catered for and prioritised.	Barrier: C F H Student and parents rate work with disadvantaged students positively in school surveys. Impact reports from interventions show impact. SEF half termly attendance, behaviour, exclusion data remain positive and/or improve further.	On-going	SU/YA/CP GR (LAC) KE (YCC) (GV)		

- Young Carers fully supported (YC Keyworker)						
<p>All staff running clubs to be reminded to encourage Disadvantaged students' participation in extra-curricular activities.</p> <p>PP Champions to monitor on action plan engagement in school extra-curricular activities.</p> <p>Tirabad Guarantee – every PP student is entitled to one fully paid trip to our outdoor education centre in Wales during their career. Priority calling for all PP students to encourage participation in Tirabad.</p>	<p>Opportunities provided for disadvantaged students outside the classroom to support engagement with school</p>	<p>Barrier: B E F G H</p> <p>All parents receive letter at the start of the year outlining how to access this and calls to new parents to ensure they understand how to access this.</p> <p>All disadvantaged students take part in at least one extra-curricular activity, recorded in PP Passport and monitored by PP Champions.</p> <p>Questionnaire for PP students to monitor impact of Tirabad guarantee.</p>	On-going	SU/YA/CP		
Objective 5 - To improve/raise aspirations for disadvantaged students						
Financial Contribution: 1, 7, 12, 16, 19						
PP students/parents receive 1-2-1 support when choosing GCSE options in Year 8	Improve participation in the EBACC, thereby not limiting choices later on in life.	<p>Barrier: B C H</p> <p>Increase in % PP students doing the EBACC</p>		SU		
PP students receive priority support for the KS4/5 transition		<p>Barrier: C</p> <p>Inclusion staff to support with college applications</p> <p>Inclusion staff to work with any student vulnerable to NEET.</p>		CP		

		PP student are prioritised when careers appointments are organised for Post 16. 0% Needs for PP				
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		Summary of Expenditure			
Element	Cost	%		%	
£100 per student ¹⁵	£14,100	12.2%	Staff (leadership) ¹	8.6%	
Tirabad Guarantee ¹⁴	£6,000	5.2%	Staff (Curriculum) ^{2 3 4}	15.5%	
Teacher Premium ⁴	£4,955	4.3%	Staff (Welfare) ^{5 6 7 11 20 21}	28%	
Office/Admin ¹⁶	£4,000	3.5%	Curriculum Resources (staff) ^{13 16}	12.5%	
CPOMS ¹⁷	£1,850	1.6%	Curricular equipment (students) ¹⁵	12.2%	
CPD ¹²	£500	0.4%	Enrichment ¹⁴	5.2%	
Counselling 2 days per week ¹¹	£2,000	1.7%	Wrap Around	0.0%	
EWO Support to target PAs ¹⁸	£3,000	2.6%	Outside Agencies ^{8 9 10 18 19}	16.4%	
JAC/ARC ⁸	£5,000	4.3%	CPD Curriculum	0.0%	
Behaviour Support ⁹	£5,000	4.3%	CPD Pastoral/Welfare ¹²	0.4%	
Offsite provisions ¹⁰	£5,000	4.3%	Practical Support	0.0%	
1:1 Tuition ³	£3,000	2.6%	Other ¹⁷	1.6%	
Contribution to Inclusion Support ²¹	£20,000	17.3%			
Contribution to Inclusion TA ¹³	£10,535	9.1%			
Contribution to Assistant Headteacher ¹	£10,000	8.6%			
Standards Strategy Contribution ²	£10,000	8.6%			
Contribution to Attendance Officer ⁶	£5,000	4.3%			
Pupil Premium Champions per year group ⁷	£3,000	2.6%			
Adviza Mentoring Programme ¹⁹	£1,000	0.9%			
LAC Keyworker ⁵	£1,000	0.9%			
Young Carer Co-ordinator ²⁰	£1,000	0.9%			
	£115,940	100%		100%	

Additional detail

The Pupil Premium strategy is underpinned by the premise that quality-first teaching (alongside personalised pastoral care) benefits both disadvantaged and non-disadvantaged students alike. High-impact teaching and learning will ultimately have the most significant impact on students who qualify for Pupil Premium funding. Tackling the 'barriers to learning' that are identified in this strategy remains crucial, but within a mindset that is pre-emptive in anticipating problems and immediately acting to mitigate them, rather than reacting once they emerge. Closing existing attainment and achievement gaps between students who qualify for the Pupil Premium and those who do not, and keeping them closed, lies at the heart of our resolve to provide high quality of education for all.