



SUMMARY INFORMATION				
Name of School	Maiden Erlegh School		Total students on roll	1838
Students eligible for PP	Number: 116	#: 8.4%	Number eligible for PP Plus (PLAC)	14
School PP Lead	Mr B Garner	LAB PP Lead	Ian Miller	
		Total projected spend	£99 500 (Excluding Post LAC) £32 830 (Post LAC)	

COHORT INFORMATION AT SEPTEMBER 2020									
PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
8	9	33%	15	56%	3	11%	93.05%	6	22
9	3	9%	21	62%	8	24%	90.66%	9	28
10	12	48%	10	40%	3	12%	91.05	6	24
11	6	22%	11	41%	9	33%	95.48%	2	8

Non-PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
8	31	12%	105	42%	101	40%	96.29%	19	8
9	37	15%	118	48%	74	30%	96.01%	15	7
10	38	15%	122	49%	71	28%	95.09%	18	8
11	47	19%	110	44%	72	29%	94.78%	18	8

### KS4 Student Profile:

Y9	ALL		277
	Male	49%	137
	Female	51%	140
	DA	12%	34
	FSM	8%	22

Y10	ALL		277
	Male	49%	136
	Female	51%	141
	DA	10%	27
	FSM	5%	14

Y11	ALL		275
	Male	49%	135
	Female	51%	140
	DA	10%	28
	FSM	4%	12

### KS4 Progress and Attainment (February 2020)

Y9	Attainment	Subj	F	M	DA
		Jf	3.38	2.68	2.59
		Cp	2.80	2.67	2.57
		Je	2.96	2.49	2.50
		En	2.63	2.27	2.19
		Rp	2.64	2.24	2.22
		Sc	2.38	2.18	2.10
		Gg	2.41	2.08	1.88
		Ma	2.28	2.19	1.93
		Hi	2.34	2.11	2.02
		Pe	2.24	2.03	1.99
		De	2.23	1.96	1.84
		Mu	1.99	1.67	1.69
		Dr	2.03	1.58	1.57
		Ar	2.10	1.30	1.39
		Fr	1.82	1.52	1.43
		Es	1.88	1.46	1.40
		Tot	2.01	1.73	1.67

Progress		NA/DA	DA	Gap
	Cp	-0.16	-0.09	-0.07
	Ep	-0.17	-0.25	0.08
	Bp	-0.28	-0.35	0.07
	Sc	-0.39	-0.41	0.02
	Gg	-0.38	-0.51	0.13
	Hi	-0.42	-0.36	-0.06
	Ma	-0.41	-0.54	0.13
	Je	-0.44	-0.59	0.15
	Blank			
	Mu	0.10	0.15	-0.05
	Es	0.14	-0.30	0.44
	De	0.01	-0.06	0.07
	Dr	0.01	-0.12	0.14
	Ar	-0.03	-0.04	0.01
	Pe	-0.13	-0.14	0.01
	Fr	-0.26	-0.24	-0.02
	Total	-0.21	-0.27	0.05

**Y9 (data taken from end of Y8)**  
 The progress of disadvantaged students as they begin Y9 is positive news. Going forward, a priority will be to continue narrowing the progress gap in English (although progress is 'strong', Maths (where progress is 'good') and Spanish.

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern

Y10

Attainment

	Cohort	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science	Gr5+ MFL	Gr5+ Hums	Ebacc	Entered for Ebacc
All	100%	94%	87%	94%	85%	90%	81%	88%	79%	91%	63%	83%
Male	48%	92%	84%	97%	88%	92%	81%	87%	71%	91%	57%	82%
Female	52%	95%	89%	91%	82%	88%	81%	89%	86%	92%	68%	84%
Gap	4%	3%	6%	6%	6%	4%	0%	2%	15%	1%	11%	2%
DA	9%	83%	71%	83%	67%	71%	58%	80%	56%	74%	25%	75%
Not DA	91%	95%	88%	95%	87%	91%	83%	89%	81%	93%	66%	84%
Gap	82%	11%	17%	11%	20%	21%	25%	9%	25%	19%	41%	9%
FSM	7%	84%	68%	79%	63%	68%	58%	75%	57%	67%	21%	74%

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL	Av Ebacc
All	1.72	1.14	1.76	1.85	1.97	1.97	2.33	1.22	5.94
Male	1.57	0.82	1.84	1.72	1.74	1.93	2.14	0.89	5.74
Female	1.86	1.44	1.68	1.96	2.18	2.00	2.50	1.52	6.14
Gap	0.29	0.63	0.16	0.24	0.44	0.07	0.37	0.63	0.40
DA	1.74	1.18	1.43	2.03	2.02	1.99	2.33	1.08	4.78
Not DA	1.72	1.14	1.80	1.83	1.96	1.97	2.33	1.23	6.06
Gap	0.02	0.04	0.37	0.20	0.06	0.03	0.00	0.15	1.28
FSM	1.74	1.27	1.43	1.98	2.03	1.89	2.23	1.07	4.53

Y10 (data taken from end of Y9)

There are no significant concerns about the progress of disadvantaged students who are beginning Y10. Progress is strong in Maths and good in English and Science. There will be a focus on narrowing gaps in practical subjects including Music, PE and Drama. Progress in Business Studies and RP will also be a focus area. Students with high prior attainment scores will also be a particular focus area.

Progress

	F	M	Gap	NoDA	DA	Gap
Hs	1.63		1.63	1.70	1.13	0.56
Mu	0.04	0.07	-0.03	0.04	0.40	-0.36
De	-0.11	-0.04	-0.07	-0.07	-0.14	0.06
Es	-0.18	-0.02	-0.16	-0.10	-0.21	0.12
Pe	-0.20	-0.18	-0.02	-0.16	-0.55	0.40
Ma	-0.18	-0.23	0.05	-0.19	-0.31	0.12
Im	-0.21	-0.20	0.00	-0.20		-0.20
Dr	-0.26	-0.36	0.10	-0.26	-0.53	0.28
Ar	-0.44	-0.23	-0.20	-0.38	-0.56	0.18
Hi	-0.44	-0.35	-0.09	-0.38	-0.60	0.22
Gg	-0.42	-0.46	0.04	-0.43	-0.56	0.13
Fr	-0.52	-0.44	-0.08	-0.50	-0.22	-0.28
Sc	-0.49	-0.58	0.09	-0.53	-0.51	-0.03
En	-0.50	-0.61	0.11	-0.57	-0.32	-0.25
Jp	-0.33	-0.63	0.30	-0.55	-0.63	0.08
En	-0.58	-0.65	0.07	-0.62	-0.54	-0.09
Ee	-0.70	-0.72	0.03	-0.71	-0.64	-0.07
Cp	-0.68	-0.74	0.05	-0.71	-0.90	0.19
Bs	-0.73	-0.78	0.06	-0.72	-1.11	0.39
Rp	-0.90	-1.06	0.16	-0.94	-1.35	0.41
Ec	-1.31	-1.19	-0.12	-1.26	-1.15	-0.11
Tot	-0.46	-0.55	0.09	-0.50	-0.59	0.10

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern

Y11

Attainment

	Cohort	Gr4+ Eng	Gr5+ Eng	Gr4+ Ma	Gr5+ Ma	Gr4+ Eng&Ma	Gr5+ Eng&Ma	x2 Gr5+ Science	Gr5+ MFL	Gr5+ Hums	Ehacc	Entered Ehacc
All	100%	96%	89%	91%	84%	90%	81%	87%	87%	87%	67%	83%
Male	50%	93%	87%	88%	83%	87%	81%	87%	84%	84%	62%	80%
Female	50%	99%	92%	94%	84%	94%	81%	88%	89%	90%	71%	86%
Gap	1%	7%	5%	8%	1%	7%	0%	1%	6%	6%	9%	6%
DA	10%	96%	78%	81%	70%	81%	63%	78%	68%	81%	44%	70%
Not DA	90%	96%	91%	92%	85%	91%	83%	88%	88%	88%	69%	84%
Gap	80%	0%	13%	11%	15%	10%	20%	11%	20%	8%	25%	14%
FSM	8%	91%	82%	82%	73%	77%	68%	77%	80%	91%	50%	68%
LAP	18%	90%	74%	72%	50%	70%	44%	52%	53%	57%	24%	70%
MAP	43%	98%	97%	97%	92%	97%	92%	97%	92%	94%	77%	89%
HAP	29%	100%	100%	100%	100%	100%	100%	100%	99%	100%	91%	93%
EAL	24%	94%	85%	92%	88%	91%	80%	88%	87%	82%	65%	80%
SEN E	2%	80%	20%	40%	20%	40%	20%	17%	100%	33%	0%	0%
SEN K	3%	88%	50%	75%	50%	75%	50%	50%	50%	43%	0%	25%
No SEN	95%	97%	92%	93%	86%	92%	83%	90%	87%	89%	70%	86%

Value Added Indicators	Best 8	Eng	Ma	Ehacc	Open	Sci	Hums	MFL	Av Ehacc
All	1.91	1.70	1.73	2.07	2.05	2.10	2.40	1.88	6.06
Male	1.71	1.47	1.71	1.98	1.66	2.09	2.26	1.73	5.83
Female	2.10	1.91	1.74	2.16	2.41	2.10	2.53	2.02	6.28
Gap	0.39	0.44	0.03	0.18	0.74	0.00	0.28	0.29	0.44
DA	1.65	1.43	1.47	1.74	1.81	1.62	2.13	1.36	5.49
Not DA	1.94	1.73	1.76	2.11	2.07	2.15	2.43	1.92	6.12
Gap	0.30	0.30	0.29	0.37	0.26	0.52	0.31	0.56	0.63
FSM	1.85	1.64	1.62	1.94	2.06	1.80	2.40	1.86	5.61
LAP	1.99	1.91	2.01	2.12	2.01	1.86	2.29	1.26	4.28
MAP	2.27	2.05	2.14	2.51	2.27	2.37	2.83	2.24	6.22
HAP	1.34	1.04	0.95	1.40	1.74	1.83	1.84	1.67	7.49
EAL	2.09	1.79	2.18	2.36	2.08	2.38	2.55	2.25	5.97
SEN E	0.18	0.78	1.27	0.21	0.00	0.00	0.00	0.00	1.94
SEN K	1.09	0.97	0.94	1.20	1.15	1.12	1.01	0.08	3.67
No SEN	1.97	1.73	1.76	2.13	2.10	2.15	2.45	1.89	6.22

Progress

	F	M	Gap	NoDA	DA	Gap
Hs	1.33	0.10	1.23	1.20	1.03	0.17
Jp	-0.12	-0.07	-0.05	-0.06	-0.18	0.12
Mu	-0.11	-0.49	0.38	-0.35	0.67	-1.02
Dr	-0.25	-0.54	0.29	-0.41	-0.08	-0.33
En	-0.33	-0.64	0.32	-0.36	-0.75	0.39
Ch	-0.33	-0.66	0.33	-0.49	-1.30	0.81
De	-0.69	-0.31	-0.38	-0.55		
Bi	-0.48	-0.73	0.25	-0.61	-1.00	0.39
Ph	-0.58	-0.67	0.09	-0.61	-1.30	0.69
Es	-0.61	-0.70	0.09	-0.66	-0.68	0.02
Gg	-0.70	-0.63	-0.07	-0.65	-0.75	0.09
Pe	-0.72	-0.62	-0.10	-0.66	-0.76	0.10
Cp	-0.91	-0.71	-0.20	-0.77	-0.60	-0.17
Ee	-0.90	-0.73	-0.17	-0.83	-0.72	-0.11
Bs	-0.77	-0.89	0.12	-0.78	-1.13	0.35
Hi	-0.75	-1.06	0.31	-0.88	-0.90	0.02
Im	-0.94	-0.89	-0.05	-0.92	-0.86	-0.06
Sc	-0.97	-0.89	-0.07	-0.94	-0.87	-0.07
En	-0.96	-0.91	-0.05	-0.95	-0.80	-0.15
Ar	-1.01	-0.70	-0.31	-0.94	-1.35	0.41
Ec	-0.92	-1.12	0.20	-1.04	-0.70	-0.34
Ma	-1.07	-1.15	0.08	-1.10	-1.13	0.03
Fr	-1.14	-1.33	0.19	-1.23	-1.17	-0.05
Rp	-1.20	-1.40	0.20	-1.29	-1.29	0.00
Tot	-0.83	-0.88	0.05	-0.86	-0.86	0.00

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern

Y11 (data taken from end of Y10)

Disadvantaged students make at least sound progress in all subject areas, with most making at least good progress. A focus on high prior attaining students across English, Maths and Languages will be a focus area.

## Foundation Student Profile:

Y8	ALL		279
	Male	53%	149
	Female	47%	130
	DA	10%	27
	FSM	6%	17

## Foundation Progress and Attainment (February 2020)

Y8	Attainment	Subj	F	M	Gap	<u>Non-DA</u>
		Jf	2.40	2.07	0.32	2.27
		Je	2.21	2.06	0.15	2.19
		Cp	1.79	1.75	0.04	1.80
		En	1.56	1.40	0.16	1.51
		Ma	1.42	1.51	-0.08	1.51
		Pe	1.60	1.33	0.26	1.48
		Gg	1.42	1.41	0.00	1.44
		Rp	1.44	1.30	0.14	1.38
		Hi	1.30	1.24	0.06	1.29
		Sc	1.21	1.20	0.01	1.24
		Ar	1.03	0.74	0.29	0.89
		Dr	0.86	0.73	0.13	0.80
		De	0.80	0.75	0.04	0.79
		Fr	0.80	0.74	0.07	0.77
		Es	0.78	0.75	0.03	0.77
		Mu	0.68	0.63	0.05	0.66
		<b>Tot</b>	<b>1.34</b>	<b>1.24</b>	<b>0.10</b>	<b>1.31</b>

Progress	EOY 7	F	M	Gap	<del>Non-DA</del>	DA	Gap	
	Gg	-0.18	-0.18	0.00	-0.18	-0.20	0.02	
	Cp	-0.18	-0.22	0.04	-0.21	-0.15	-0.08	
	Ep	-0.2	-0.20	0.02	-0.22	-0.16	-0.05	
	Ma	-0.2	-0.24	0.02	-0.25	-0.30	0.06	
	Je	-0.21	-0.30	0.10	-0.25	-0.33	0.08	
	Rp	-0.23	-0.32	0.09	-0.28	-0.27	-0.01	
	Sc	0.0	-0.29	0.01	-0.30	-0.26	-0.04	
	Hi	-0.29	-0.37	0.08	-0.34	-0.25	-0.09	
	Pe	0.23	0.08	0.15	0.15	0.09	0.06	
	Es	0.10	0.14	-0.04	0.13	0.05	0.07	
	Ar	0.08	0.04	0.04	0.06	0.05	0.01	
	De	0.02	-0.01	0.03	0.01	-0.03	0.03	
	Dr	0.02	-0.02	0.03	0.00	0.01	-0.01	
	Mu	-0.04	-0.04	-0.01	-0.04	-0.04	0.00	
	Fr	-0.07	-0.07	-0.01	-0.07	-0.03	-0.05	
	<b>Tot</b>	0.0	-0.12	-0.16	0.04	-0.14	-0.14	0.00

### Y8 (data taken from Y7)

Disadvantaged students make at least good progress in all subject areas, with strong progress in English. We must now look at what must be done to ensure that these narrow gaps can stay closed as students progress through school.

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious concern

<b>BARRIERS TO PROGRESS AND ATTAINMENT</b>	
A	Punctuality and attendance figures among disadvantaged students are lower compared to students from non-disadvantaged backgrounds
B	Parental engagement among disadvantaged students can be lower compared to students from non-disadvantaged backgrounds.
C	Lack of cultural capital among disadvantaged students and their families can hamper progress, attainment and preparation for life in modern Britain
D	Lower aspirations among disadvantaged students can hamper progress, attainment and result in limited long-term life planning
E	Disadvantaged students can arrive in Y7 with existing gaps in literacy and numeracy.
F	Engagement in the school's extra-curricular programme can be more limited among disadvantaged students
G	Financial hardship at home can mean that disadvantaged students lack the resources required to maximise progress and attainment
H	Some disadvantaged students face wider, contextual factors that risk hampering progress & attainment. Eg, Looked After Children.
I	Unconscious bias towards disadvantaged students in terms of progress and attainment potential can result in underachievement.

<b>DISADVANTAGED PERFORMANCE</b>	<b>RESULTS 2020</b>
Progress 8	0.68
Attainment 8	52.52
% Grade 5+ in English and maths	76.92%
Ebacc entry	69.23%

<b>STRATEGY AIMS FOR DISADVANTAGED PUPILS – ACADEMIC PROGRESS AND ATTAINMENT</b>	
<b>Aims</b>	<b>Target date</b>
To close gaps that have emerged/widened through disruption caused by Covid19	July 2021
To ensure that the punctuality and attendance of disadvantaged students is in line with their non-disadvantaged peers	February 2021
To help close existing gaps in literacy and numeracy in our feeder primary schools so that gaps are negligible at the start of Y7	On-going
To ensure that disadvantaged students have access to all required resources to successfully complete their studies	September 2020
To ensure that disadvantaged students are academically challenged in each and every lesson.	On-going
There is no gap in progress and attainment in English and Maths between disadvantaged students and their peers.	On-going
The progress and attainment of disadvantaged learners with SEN is in line with their non-disadvantaged SEN peers.	On-going

<b>STRATEGY AIMS FOR DISADVANTAGED PUPILS – WIDER OUTCOMES (e.g. participation, cultural capital, behaviour)</b>	
<b>Aims</b>	<b>Target date</b>
To ensure that all disadvantaged pupils have a secure destination post Y11; zero 'NEETs'	July 2021
To minimise impact of lack of IT equipment at home by using HW Club and Study Hub services provided by school	On-going
Disadvantaged students will take part in every school trip that promotes cultural capital	On-going

<b>STAFFING COSTS</b>		
<b>Role</b>	<b>Rationale</b>	<b>Projected Spend</b>
Assistant Headteacher responsible for PP	To provide the strategic overview of the school's Pupil Premium Strategy and its impact. Line management of the three Pupil Premium Champions To embed the Pupil Premium Strategy into the school's Teaching & Learning strategy	£10 000
Pupil Premium Champions (X3)	To liaise with AHT in implementing the school's Pupil Premium Strategy To liaise with AHT in evaluating the impact of the Pupil Premium Strategy To provide bespoke, personalised support for disadvantaged pupils in allocated year groups	£3 000
Education Welfare Officer support	X1 day a week service (WPA)	£10 400
Contribution to Inclusion Support	Bespoke access to learning mentoring	£20 000
Contribution to Attendance Officer	To help ensure 100% punctuality and attendance of disadvantaged students	£5 000
Contribution to Young Carer Co-ordinator	Bespoke support for young carers	£1 000

TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
To ensure that any progress and attainment gaps among disadvantaged learners as a result of the disruption caused by Covid-19, close.	D,G,H,I	Progress / attainment gaps have narrowed and closed as evidenced in improved DCP scores.  GCSE outcomes show no discernible difference between disadvantaged students and their peers.	None	On-going	GV Champions All staff	As per review of DCP scores following each cycle.
To maintain a clear focus on the development of literacy and numeracy skills among disadvantaged learners across all areas of the curriculum	D,E,G,H,I	Progress / attainment gaps have narrowed and closed as evidenced in improved DCP scores.  Lesson visits and work scrutinies confirm that disadvantaged learners make progress in literacy and numeracy.	None	On-going	GV RET All staff	As per review of DCP scores Analysis of development observation data As per outcomes of developing best practice weeks
To maintain a clear focus on utilising opportunities to promote cultural capital among disadvantaged learners	C,D	Lesson visits and work scrutinies confirm that disadvantaged learners are exposed to opportunities to enhance cultural capital; they engage well as a result of this.	None	On-going	All staff	As per reviews of development observations, work scrutinies etc.
Disadvantaged learners make progress across the curriculum through the use of modelling in lessons and opportunities to engage with deliberate practice	D,I	Improved DCP scores Lesson visits and work scrutinies confirm impact of student-engagement with modelling. Students recognise the value of deliberate practice.	None	On-going	All staff	As per reviews of development observations, work scrutinies, developing best practice weeks.



**TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR**

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
To utilise government emergency funding in ensuring all identified disadvantaged students benefit from additional 1-1 tuition in closing progress/attainment gaps resulting from Covid19	B D G H	Progress/attainment gaps have narrowed and closed, measured through DCP scores	£10 000 (to form part of separate bid)	Sept 2020	GV BD	Analysis of performance following DCP
To provide disadvantaged students in KS4 with access to a copy of the core text book(s) and revision guide(s) for each GCSE course	G	Progress and attainment show no gaps between disadvantaged students and their non-disadvantaged peers.	£2 000	Sept 2020	Champions	December 2020
Disadvantaged students receive 1:1 tuition, where needed, in order to help close progress and attainment gaps	E	Sustained improvement in DCP data Improved levels of confidence (survey results)	£3 000	On-going	Champions HODs	Reviewed after each 6 week block of tuition
Disadvantaged students in Y8 have received early, bespoke advice and support for the KS4 options process.	B C D H	All disadvantaged students have met with their designated 'champion' prior to the options deadline.  Parents of disadvantaged students have received written and/or telephone communication prior to the options deadline.	None	September onwards	Champions HOYs TS	Post options deadline.
Targeted support in identifying students in Y11 who plan to stay in the sixth form in completing the bursary application process	G	All disadvantaged students who have secured a place in the sixth form have successfully completed the bursary application process  Students entitled to bursary in Y12 and Y13 perform in line with (or exceed) benchmark grades.		July 2021  September 2021	Y11 Champion Y12 HOYs	October 2020

Sixth form linguists to volunteer X1 hour a week to serve as languages assistant in working with disadvantaged students who require additional support.	D E H	Improved progress and attainment scores among DA students who have received weekly additional support in languages, measured through DCP data.	None	September 2020	GV Champions	Following analysis of each DCP data
Priority access for disadvantaged students in attending Easter revision programme.	D G H	100% take-up and attendance Survey responses confirm feeling of value for money among students. GCSE grades/progress scores	TBC	Easter 2021	Y11 Champion	Follow-up analysis

#### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

COSTINGS	RATIONALE	PROJECTED SPEND
CPOMS		£1 850
Counselling service (x2 days per week)	X13 PP students used this service in 2019-20. Providing professional support to disadvantaged students	£2 000
JAC/ARC support services	X11 students used JAC in 2019-20.	£5 000
On/offsite provisions		£10 000
1:1 tuition/targeted academic support	Bespoke intervention where progress concerns present themselves.	£3 000
Teacher premium	To ensure disadvantaged students have all required resources to succeed To contribute towards the extra-curricular activities that benefit all students	£7 000
CPD	To ensure that staff receive bespoke training on tackling disadvantage	£500
ADVIZA mentoring/careers programme	To ensure that every disadvantaged student has a firm plan, post KS4 & KS5	£1 000
Welfare (including uniform, stationery)		£7 500
Reading Plus Programme	This 3 year licence will allow for all eligible students to benefit from this programme. Impact reports to date confirm the success of this programme.	£12 250

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Y11 Champion to ensure that all disadvantaged students have a suitable post-16 destination		<p>Every disadvantaged student will have received a bespoke careers interview before Easter 2021</p> <p>Priority guidance and advice for disadvantaged students wanting to join the sixth form</p> <p>Tailored support is provided for disadvantaged students in competing college/apprenticeship applications</p> <p>Zero 'NEETs' by end of 2020-1 academic year.</p>	£1 000 for Adviza	On-going	Y11 Champion	On-going analysis of who has attended an Adviza interview
Monitoring of attendance among disadvantaged students; one-to-one meetings with parents where appropriate	A	Negligible attendance gap between disadvantaged students and their peers.	As per EWO fees	Half termly	GV CE Att Off	Half termly review
To investigate a potential partnership with the University of Reading's Pupil Premium Outreach Cohort Development Programme	B C D	<p>Partnership with University of Reading has been agreed.</p> <p>Key students have been identified</p>	No fee programme	September 2020-July 2021	GV	February 2021
To review relationship between existing HW Club provision and disadvantaged students and introduce Y10 and Y11 'study hub'	G H	Bespoke Y10 and Y11 'study hub' is consistently used by disadvantaged students as evidenced through attendance registers.		To be in place for January 2021	HW Club lead	July 2021

**TEACHING PRIORITIES FOR THE NEXT THREE/FIVE YEARS**

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Sequencing across the curriculum allows disadvantaged students to thrive, especially in reading, writing and numeracy	E	Negligible / diminished progress and attainment gaps among disadvantaged students and their peers	None	On-going	GV HODs	As per SEF review process
Opportunities to enhance cultural capital among disadvantaged students are embedded in curriculum planning and classroom implementation	C	Negligible / diminished progress and attainment gaps among disadvantaged students and their peers	None	On-going	GV HODs	
All teaching staff are skilled and equipped to ensure that disadvantaged SEN students thrive at school; training is embedded in the CPD programme	I H	Negligible / diminished progress and attainment gaps among disadvantaged students and their peers	TBC	On-going	GV Inclusion	
To support our feeder-primary schools in the closing of literacy and numeracy gaps among disadvantaged pupils where they exist.	E	Pupils are on-track to secure at least their benchmark grade by the time they complete their GCSE courses.	None	On-going	GV & Champions	

TARGETED ACADEMIC SUPPORT FOR THE NEXT THREE/FIVE YEARS						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
To close existing gaps in literacy and numeracy among pupils in Y5&6 in our feeder primary schools by expanding the number of Y12 sixth form volunteers	E	All pupils will be, at the very least, on flight-path for English and Maths by the first Data-Collection-Point review of the Y7 academic year. Sixth form volunteers have attended 100% of their agreed time slots in feeder primary schools.  Positive feedback from feeder primary schools regarding the support provided by sixth form volunteers	None	On-Going	Y7 & 8 Champion	February half term Mid July

WIDER STRATEGIES FOR THE NEXT THREE/FIVE YEARS						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
To investigate and engage with the University of Reading's Pupil Premium Outreach Cohort Development Programme	B C D	Improved aspiration among disadvantaged students in Y7-11 to attend university post-16 as evidenced in survey results  100% of key students have successfully completed Year 1 of the programme and have found the experience useful (survey data results)	No charge  Teacher release costs	September 2020-2025	GV & Champion	July in each academic year
To investigate provision for experts to help inform our staff CPD programme in tackling disadvantage	A -F H	Continual narrowing of progress & attainment gaps between DA and non-DA students.	TBC	On-going	GV	July 2021 & thereafter

	I	Positive feedback responses from staff relating to CPD Improved punctuality and attendance to school among DA students.				
Disadvantaged students are equipped to utilise metacognition strategies to manage their own learning effectively	B D H	Negligible / diminished progress and attainment gaps among disadvantaged students and their peers	None	On-going	GV & Champion	On-going

#### PP PLUS – ADDITIONAL SUPPORT FOR POST LOOKED AFTER STUDENTS

Action	KPIs	Projected Spend	Date	Staff lead	Interim Review
One-to-one tuition	Improved DCP scores Improved test scores	£3 000		LAC Designated Teacher	
Art therapy; Mindfulness	Engagement with sessions; improved BfL in school; improved DCP scores	£3 000		LAC Designated Teacher	
Meeting with learning mentor	Improved progress in school; improved wellbeing	£933		LAC Designated Teacher	
Reading Football Club mentor scheme	Engagement with school; improved wellbeing;	£5 000		LAC Designated Teacher	
Miscellaneous (including JAC, ALP)	Engagement with school; improved progress as measured through DCP scores	£5 310		LAC Designated Teacher	
Teaching Assistant		£15 587			