



Impact of Pupil Premium 2017/18 (Interim)

Cohort – 35 Pupil Premium Students (11 HAP, 14 MAP, 5 LAP)

P8	2018*	2017	2016
ALL (278)	0.64	0.64	0.41
DA (35)	0.25	0.4	0.31
GAP	-0.39	-0.24	-0.10

Att 8	2018*	2017	2016
ALL (278)	57.66	55.53	57.2
DA (35)	42.72	47.12	47.8
GAP	-14.94	-8.41	-9.40

* The 2018 scores are indicative results at this stage

Whilst our indicative scores are down on last year, our Pupil Premium students have still performed well and our data suggests that they have performed above national expectation for all students. This is reflected in their positive Progress 8 score.

Numbering only 35 students, this Pupil Premium cohort had a higher prevalence of vulnerabilities than previous year groups and in a relatively small group the impact of those students has had an effect on the statistics.

For a number of our Pupil Premium students our priority was simply to keep them in education and whilst this is always the case with some of our Disadvantaged students, the proportions were higher this year.

We also saw higher numbers struggling with their mental health than previously which had an effect on attendance and therefore progress.

Additionally, five of these students did not join us until part way through Key Stage 4 and in each of these cases they had not only missed weeks or months of education, but they came having followed different courses and/r examination boards to those taught at Maiden Erlegh School.

The outcome was that not all of our Pupil Premium students did the requisite 8 subjects (average number of entries was 7.9 compared with school average 9.9). This, along with the relatively small cohort size, has had a significant impact on the overall Pupil Premium outcomes.

Nonetheless, when we receive our validated results we expect this cohort to have made above average progress in comparison to all students nationally and this is a testament to both their hard work and that of the school staff.

Years 9 and 10 (Key Stage 4)

Our internal Value Added-Progress indicators in both year 9 and 10 suggest that our Disadvantaged students are making good progress towards their GCSEs (with overall values of >1 in almost all subjects both year groups).

Y9	DA
EN	0.74
MA	1.12
EBACC	1.75
OPEN	1.1
SCI	1.35
HUMS	1.98
LANG	1.73
Overall	1.23

Y10	DA
EN	0.82
MA	1.01
EBACC	1.26
OPEN	1.11
SCI	0.93
HUMS	1.36
LANG	0.92
Overall	1.08



Years 7 and 8 (Foundation)

Using our internal measures, our Disadvantaged students in years 7 and 8 are making good progress, indeed they are making better progress against their individual flightpath than their non-Disadvantaged peers in many subjects.

Y7	DA
Mu	0.18
De	0.03
Dr	0.02
Es	0
Ar	0.02
Te	-0.11
Sc	-0.17
Gg	-0.25
Pe	-0.12
Ma	-0.34
Fr	-0.14
Hi	-0.26
Id	-0.27
En	-0.44
Rs	-0.43
Overall	-0.17

Y8	DA
Mu	-0.05
Te	-0.15
Sc	-0.19
Gg	-0.31
Dr	-0.35
En	-0.36
Fr	-0.36
Ma	-0.38
Ar	-0.41
Pe	-0.42
Id	-0.49
Es	-0.51
Hi	-0.64
Rs	-0.67
Overall	-0.37

Progress Score	Rating
2+	Exceptional
0.6 to 1	Strong
-0.8 to 0.59	Good
-0.99 to -0.81	Sound
-1	Concern
-2	Serious concern

Attendance of Pupil Premium students

Pupil Premium attendance last year was 92.4% which was a slight decrease from 92.6% in 2016/17 = 92.6%.

19 of our Disadvantaged students were a persistent absentees (10% or more) compared with 20 in 2016/17.

Attendance remains a focus for us in 2018/19; we have designated a colleague with a specific responsibility for monitoring and challenging the non-attendance of our Pupil Premium students each morning.

Behaviour of Pupil Premium students

No Pupil Premium student was permanently excluded.

No Pupil Premium student was given a Fixed Term Exclusions.



Pastoral Care and Wellbeing

We have grown our Inclusion offer in recent years at Maiden Erlegh School. We have introduced an Inclusion Study from September 2018 to accommodate those students on modified timetables. In particular this will allow us to better monitor the quantity and quality of the work completed which we hope will further their progress. Pupil Premium students have accounted for a significant proportion of the students on modified timetables in the past year and we believe that having a designated, supervised space for quiet private study will enable those young people to make the best use of their time.

We have developed an Inclusion garden where students have grown flowers and vegetables and this space has provided solace and a quiet place of contemplation for a number of our students.

We have continued to work closely with outside agencies to support our students on a needs basis and have used Pupil Premium Funding to provide students with behavioural, emotional and therapeutic support from organisations including: Foundry College, Cranbury College, JAC (counselling), ARC (Youth Work), Reading Football Club, two independent Behaviour Consultants, Reading University Students in Schools, Anxiety and Depression in Young People (AnDY) Research Unit at Reading University.

Recognising the need for high quality 1:1 counselling, particularly for our most vulnerable Pupil Premium Students, we have allocated a portion of the budget to provide an in-house counselling service rather than buying in in a

Alison Walker

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