

Disadvantaged refers to those students in years 7 to 11 who qualify for the Pupil Premium Grant:

- Children who are currently entitled to Free School Meals or who have been at any point in the past six years (Ever6)
- Children currently in Local Authority Care or who have been for one day or more (LAC)
- Children who are adopted (ADP)

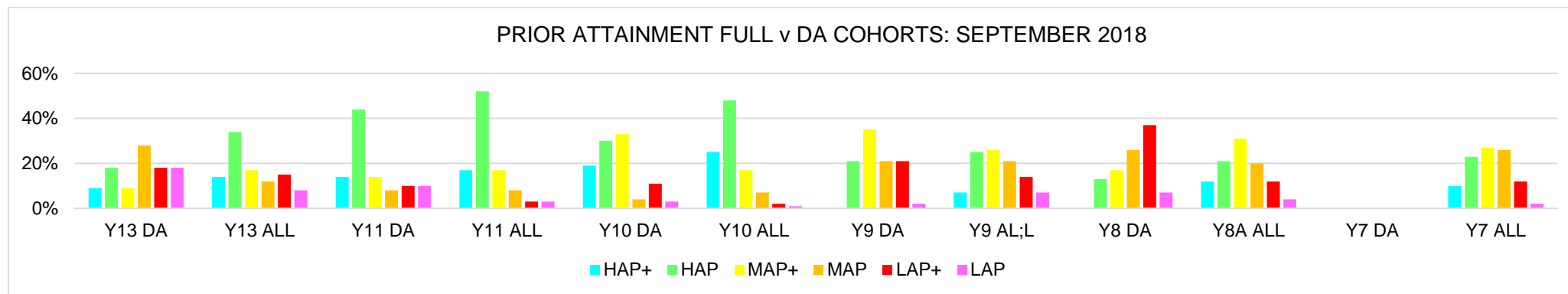
Children in receipt of the Services Premium are **not** classified as Disadvantaged.

Being disadvantaged does not equate to being low ability. Generally, the proportion of disadvantaged students at Maiden Erlegh School who are classified as High Ability Pupils is higher than among their non-disadvantaged peers.

Overriding principles:

- At Maiden Erlegh School we believe in equity; we recognise that some disadvantaged students need more support than others and we aim to use the Pupil Premium to give everyone what they need to be successful, rather than treating all students equally.
- The profile of disadvantaged students must be high for all staff.
- Small wins are important.
- Disadvantaged students need aspiration, achievement and attendance.
- Some disadvantaged students need to be make better progress than non-disadvantaged students, due to their start point being further behind.
- Parental engagement is crucial.
- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all students.
- We ensure the progress of these students is at the forefront of our planning and delivery of learning activities in the classroom and outside.
- The progress of all students, from their starting points, is monitored half termly via our Standards Strategy but there will be particular emphasis in departments on the disadvantaged students and particularly those who are more able.

PROFILE OF DISADVANTAGED COHORTS BY PRIOR ATTAINMENT



	HAP+	HAP	MAP+	MAP	LAP+	LAP
Y13 DA	9%	18%	27%	9%	28%	36%
Y13 ALL	14%	34%	48%	17%	12%	23%
Y11 DA	14%	44%	58%	14%	8%	20%
Y11 ALL	17%	52%	69%	17%	8%	6%
Y10 DA	19%	30%	49%	33%	4%	14%
Y10 ALL	25%	48%	73%	17%	7%	3%
Y9 DA	0%	21%	21%	35%	21%	23%
Y9 AL;L	7%	25%	32%	26%	21%	21%
Y8 DA	0%	13%	13%	17%	26%	44%
Y8A ALL	12%	21%	33%	31%	20%	16%
Y7 DA						
Y7 ALL	10%	23%	33%	27%	26%	14%

Academic position at July 2018

YEAR 11 (2018/19)

	Cohort		Standard Pass En			Strong Pass En			Standard Pass Ma			Strong Pass Ma			Standard Pass En and Ma			Strong Pass En and Ma		
	No	%	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*
All	277	100%	261	94%	76%	243	88%	61%	265	96%	69%	239	86%	45%	255	92%	64%	226	82%	43%
DA	30	11%	26	87%		22	73%		25	83%		24	80%		24	80%	71%	20	67%	49%
Non DA	247	89%	235	95%		221	89%		240	97%		215	87%		231	94%	71%	206	83%	49%
Gap	-	-	-	8%		-	16%		-	14%		-	7%		-	14%		-	17%	
KS2 Indicative gap				3%			11%			3%			11%			3%			11%	

	Progress Indicator		Progress En		Progress Ma	
	No.	Ave	No.	Ave	No.	Ave
All Students	262	1.25	262	0.79	262	1.19
DA	29	1.08	29	0.82	29	1.01
Non DA	233	1.27	233	0.78	233	1.22
Gap		0.19		0.03		0.21

YEAR 10 (2018/19)

	Cohort		Standard Pass En			Strong Pass En			Standard Pass Ma			Strong Pass Ma			Standard Pass En and Ma			Strong Pass En and Ma		
	No	%	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*
All	278	100%	272	98%	76%	255	92%	61%	272	98%	69%	231	83%	45%	270	97%	64%	223	80%	43%
DA	27	10%	26	96%		22	81%		26	96%		19	70%		25	93%	71%	17	63%	49%
Non DA	251	90%	246	98%		233	93%		246	98%		212	84%		245	98%	71%	206	82%	49%
Gap	-	-	-	2%		-	11%		-	2%		-	14%		-	5%		-	19%	
KS2 Indicative gap				13%			7%			13%			7%			13%			7%	

	Cohort		Progress Indicator		Progress En		Progress Ma	
	No	%	No.	Ave	No.	Ave	No.	Ave
All	278	100%	271	1.32	271	0.80	270	1.26
DA	27	10%	27	1.23	27	0.74	27	1.12
Non DA	251	90%	244	1.33	244	0.81	243	1.28
Gap	-	-		0.10		0.06		0.16

YEAR 9 (2018/19)

Attainment: average scores			
Av. Sc	DA	NOT DA	Gap
Y8 Ma	2.5	2.74	0.24
Y8 En	2.48	2.6	0.12
Y8 Sc	2.4	2.55	0.15

Progress: Benchmark residual			
	DA	NOT DA	Gap
Y8 En	-0.36	-0.25	-0.11
Y8 Ma	-0.18	-0.15	-0.03
Y8 Sc	0.02	-0.04	0.06

YEAR 8 (2018/19)

Progress: Benchmark residual			
	DA	Not DA	Gap
Sc	0	-0.01	-0.01
Ma	-0.07	-0.03	0.04
En	-0.56	-0.52	0.04

Attainment: average score			
	DA	Not DA	Gap
Y7 Ma	1.59	1.97	0.38
Y7 En	1.04	1.43	0.39
Y7 Sc	1.17	1.54	0.37

KEY STAGE FIVE

YEAR 13 (2018/19)

	PG Summer 2018				
	Total grades	% A*-B	% A*-C	%A*-E	Us
Total Grades	651	51%	85%	98%	10
DA	131	35%	82%	98%	3
Not DA	520	55%	86%	99%	7
Gap		20%	3%	1%	
Indicative Gap		29%	8%		

	Current Attainment: Summer 2018							
	Total grades	A*-B	% A*-B	A*-C	% A*-C	A*-E	%A*-E	Us
Total Grades	651	198	30%	443	68%	647	99%	4
Disadvantaged	131	23	18%	86	66%	130	99%	1
Not disadvantaged	520	175	34%	357	69%	517	99%	3
Gap			16%		3%		0%	
Indicative Gap			29%		8%			

Allocation for 2018/2019 = 131 x £935 = £122,485 (+LAC + Services Premium)

£20,000	Contribution to HLTAs in Mathematics and English	Work with Disadvantaged students prioritised
£19,650	£150 personal budget for each PP student	Each student to have access to their own budget which will be centrally monitored.
£10,535	Contribution to Inclusion TA	Behaviour and attendance support work with Disadvantaged students.
£10,000	Contribution to Assistant Headteacher	Colleague with responsibility for Disadvantaged students
£10,000	Standards Strategy Contribution	Colleagues working on raising standards of all students in the core subjects. Disadvantaged students are prioritised.
£6,000	Tirabad Guarantee	All students given the opportunity to go to Tirabad Outdoor Education Centre once during their career at Maiden Erlegh.
£5,000	Teacher Premium	Teachers can request money to support Disadvantaged students in their subject.
£5,000	Offsite provisions	For students who would benefit from support from external providers (eg Reading FC, JAC Stables, Catch 22, Cranbury College)
£5,000	JAC	Mentoring services. Disadvantaged students are given priority.
£5,000	Contribution to Attendance Officer	Attendance support work with Disadvantaged students.
£5,000	Other/Admin	For needs arising through the year.
£5,000	Behaviour Support	Outreach Specialist support for most challenging/disaffected students
£3,500	Counselling 2 days per week	Trust Counsellor
£3,000	1:1 Tuition	Tuition in maths and English for Disadvantaged students. Priority will be given to underperforming year 10 and 11.
£2,000	Pupil Premium Champion	Colleague responsible for overseeing and monitoring the impact of interventions
£1,500	Contingency	Unforeseen additional expenditure
£1,500	CPOMS	Integrated safeguarding and CP software to enhance record keeping and referral processes in order to better safeguard vulnerable children
£1,000	CPD	To attend training specifically linked to aspects of PP strategy
£1,000	LAC Keyworker	Colleague to oversee the development of LAC students and who will attend meetings on behalf of the Designated Teacher.
£1,000	Young Carer Co-ordinator	Colleague responsible for overseeing the needs of Young Carers.
£1,000	EWO Support to target PAs	Purchase of add-ons to existing school EWO provision
£800	Students in Schools Co-ordinator	Colleague responsible for overseeing the University programme.
£122,485		

How are we spending our Pupil Premium Grant?

Leadership and supporting work within key areas	Contributions to AHT Inclusion (PP Lead) LAC Lead Teacher Inclusion Team with explicit responsibilities for PP Honoraria (e.g.: for Young Carers Key Worker)
Metacognition and personal ownership	Personal allowances, mentors and key workers. Introduction of PP Passport.
Academic Interventions (staffing and resources)	HLTA support in all years, Standards Leaders, 1:1 tuition, Peer Tuition.
Mentoring and support	Access to JAC Behaviour Mentoring and ARC Counselling Reading FC, Cranbury College, Foundry College and other external providers working students both in school and out to support social, emotional and behavioural needs. Dedicated keyworkers for LAC and Young Carers.
Teaching and Learning	Quality First Teaching on-going CPD Revision materials Equipment and personal resources (e.g.: literature texts) Department bids for resources (Teacher Premium)
Additional opportunities	Uniform and equipment, trips/visits, peripatetic music lessons, WEx contribution, NCS payment and other payments on a case by case basis paid from personal allowances or teacher premium

How have we considered the EEF, and other academic research, regarding effective methods for raising attainment/achievement of disadvantaged students?

Feedback + 8 month progress	DIRT marking is embedded as standard across school. Priority marking. Priority questioning.
Meta-cognition and self-regulation + 7 months	Students have ownership of their academic targets. They review and monitor their progress every half term. Also encouraged via the DIRT approach to marking.
Reading comprehension strategies + 6 months	Purple Pathway for lowest ability on arrival Toe by Toe peer reading strategy raises reading age Linguascope for EAL students Whole school focus on academic reading and writing. Oracy opportunities e.g.: drama, debating, Young Magistrates Reading library for Pupil Premium students in Y7 from Sept 2018.
Mastery learning + 5 months	Grouped learning, worked examples, peer tuition, cognitive load theory
Peer tutoring + 5 months progress	Sixth Form Tutoring scheme. Peer Mentoring scheme.
1:1 tuition + 5 months	Bespoke interventions on needs basis delivered by teachers or external tutors.
Homework + 5 months	Teachers set meaningful homework and follow up non-completion. Homework timetable.

Do we show interim tracking of disadvantaged students and action points to take forward?

Whole school monitoring at each DCP (4-6 times per year). Action plan developed with pastoral leaders and subject leaders on a needs basis.

Do we show evidence in the classroom that Disadvantaged students are known to the teacher and that QFT allows them to make good progress ?

Expectation on all staff to know and identify Disadvantaged students. Clear from seating plans and lesson plans during lesson observations and Drop-Ins.

Does the SIP identify any issues in the performance of disadvantaged students?

1. SIP (and School Evaluation Form) is reviewed half-termly.
2. SIP (and School Evaluation Form) helps inform the allocation of funding going forwards.
3. SIP (and School Evaluation Form) gives a summary of the actions taken and reviews their effectiveness.
4. PP Lead to inform LAB Champion of the effectiveness of the ongoing action plan and outcomes

Summary information – 2018/19 Funding is based on the following data from January 2018 Census					
Academic Year	2018/19	Total PP budget	£122,485	Date of most recent PP Review	May 2018
Total number of students Y7-11	1387	Number of students eligible for PP	131	Date for next internal review of this strategy	Jan 2019

Barriers to future attainment (for pupils eligible for PP including high ability)
1. DA attendance was 91.5% compared to 93.0% for their non-DA peers in school.
2. Persistent absence of DA was 12% compared with 6% for their non-DA peers in school.
3. Poor behaviour and/or behaviour for learning masks ability/potential in some cases.
4. Low aspiration means that some PP students coast or settle for 'good enough'
5. Mitigating for gaps inherited from KS2 performance, especially in core subjects.

Aims	Actions	Outcome
Objective 1 To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos.		
Ensure that the profile of disadvantaged/bursary students remains high in school.	Publish student lists to staff with all disadvantaged students by prior attainment and additional needs: September and updated as necessary. Provide training and induction for new staff so that they understand our ways of working with disadvantaged students. Publish protocol for allocation of personal allowances and sixth form Bursary and examples of spending and outcomes.	All teaching staff can identify PP students and have them in mind when planning, delivering and marking. Evidence: <ul style="list-style-type: none"> • Lesson observations • SEF reviews • Standards Strategy meeting notes
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.	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” and strategies to address these. HAP/PP kept in the spotlight via briefings and CPD etc. Ensure that removing differences in performance between disadvantaged students and their non-disadvantaged peers remains high profile in Department Development Plans and Appraisal	Lesson observations, book work and formative assessment demonstrate staff understanding of the students’ personal needs and their work to meet them. Evidence: <ul style="list-style-type: none"> • Lesson observations • SEF reviews • Standards Strategy meeting notes
Focus work with and by disadvantaged students on effective strategies.	Key strategies to improve learning and progress over time of disadvantaged students (and by extension, all students are supported by research e.g.: Embedded <ul style="list-style-type: none"> • Peer tutoring (Sutton Trust, EEF, Hattie) • Personalised feedback (EEF, Hattie, Dylan Williams) • Mastery learning (EEF, Hattie) 2018/19 focus <ul style="list-style-type: none"> • Reading comprehension (Sutton, EEF) 	Department led transformational strategies focus on one or more of these areas and impact monitored through the Standards Strategy process. Differences between disadvantaged students and their peers with same starting points are further reduced (internal tracking data and examination outcomes). Evidence: <ul style="list-style-type: none"> • SEF reviews

	<ul style="list-style-type: none"> • Worked examples (Sweller, Sage) • Meta-cognition (EEF, Hattie) 	<ul style="list-style-type: none"> • Standards Strategy meeting notes • LAB Champion notes
Develop the use of the Pupil Premium Passport to allow even more student ownership and independence	<p>Develop a process so that all disadvantaged students have their own "Pupil Premium Passport" identifying their entitlement and 'wish list'. This can be added to by staff i.e. revision guide.</p> <p>This will</p> <ul style="list-style-type: none"> • Enable teachers and parents to see more easily what students have used • Give students some independence regarding what they spend their allowance on • Enable the school to monitor centrally extra-curricular participation 	Standard process developed with y7 and 11 in September then rolled out to other year groups.
Disadvantaged progress and learning over time is monitored through Standards strategy and with LAB Champion.	<p>DA students is a key focus for both HOYs and subject leaders when analysing DCP data. Co-ordinated response put in place, liaising with Inclusion staff when appropriate.</p> <p>Embedded practice:</p> <ul style="list-style-type: none"> • Differences between groups identified during standards meetings. Outcomes cascaded at curriculum team level thus keeping profile high. <p>Focus for 2018/19:</p> <ul style="list-style-type: none"> • Standards discussions drill down to comparators of prior attainment groups. • Focus on multiple needs Disadvantaged to support streamlined and coordinated strategies put in place. 	<p>Notes of Standards meetings and LAB Champion meetings continue to confirm the approach.</p> <p>Differences between disadvantaged students and their peers with same starting points are further reduced (internal tracking data and examination outcomes).</p> <p>Evidence:</p> <ul style="list-style-type: none"> • SEF reviews • Standards Strategy meeting notes
Objective 2		
To close the gap between non-disadvantaged students and disadvantaged students in both Progress 8 and Attainment 8 key performance indicators.		
To meet SIP objectives for each year group with regard to Disadvantaged gaps.	<p>Ensure the actions in this plan are implemented.</p> <p>Ensure Standards Strategy meeting actions are implemented post DCPs and internal assessments.</p>	See SIP reviews.
To ensure that Quality First Teaching is of the highest quality for all students, especially Disadvantaged.	<p>All departments have a focus on Quality First Teaching with a transformational strategy to improve teaching locally.</p> <p>School focuses on bookwork, reading and questioning,</p> <p>Staff receive on-going training at department and school level.</p>	<p>Impact is monitored termly through:</p> <ul style="list-style-type: none"> • Lesson observations • Book/work reviews • Standards Department Development Plan reviews

	School monitoring systems include focus on impact on Disadvantaged students	<ul style="list-style-type: none"> SEF Teaching, Learning and Assessment reviews.
There is a continued focus on reducing differences in the core subjects.	<p>Assistant Headteachers and Heads of Key Stage in English and maths will have specific strategies for Disadvantaged students. This will be in place in the first half term.</p> <p>All students who are identified as underachieving in English and/or maths are met with their parents (outside parents' evenings) to agree partnership actions to support the student.</p> <p>Peer or 1:1 mentoring offered explicitly to these students.</p>	<p>SEF half termly reviews show:</p> <ul style="list-style-type: none"> Attainment gaps in maths will reduce further relative to prior attainment. Attainment gaps between Disadvantaged boys and girls in English will reduce further. Attainment gaps between Disadvantaged more able and their more able peers in English will reduce further.
All Disadvantaged students identified as underachieving have access to appropriate interventions to support them.	<p>Intervention menu developed including existing provision e.g.:</p> <ul style="list-style-type: none"> Peer tuition and 1:1 tuition Students in School (from Reading University) Homework club CBT through JAC Counselling Inclusion Study 	<p>Standards Strategy meetings and reviews show gaps are identified and intervention actions early.</p> <p>Interventions are seen to be effective (DCP data and final results).</p>
<p>Objective 3 To improve attendance for disadvantaged students and reduce the numbers for persistent absence</p>		
Further development of work with families and students to (a) improve rates of attendance of Disadvantaged students (b) reduce rates of persistent absence among Disadvantaged students (especially those currently eligible for Free School Meals)	<p>Embedded strategies</p> <ul style="list-style-type: none"> Attendance Officer closely monitors attendance and develops range of responses and interventions with absentees and those DA students late. Inclusion and pastoral staff work with students (and families) to help them to overcome barriers to attendance We will actively engage with the EWS to support PAs Short-term incentives in place by HOYs and Attendance Officer Counselling and CBT available <p>Focus 2018/19</p> <ul style="list-style-type: none"> Review and provide training on escalation process for addressing attendance and punctuality across inclusion/pastoral teams. Key Stage AHTs to intervene where no improvement is seen. 	<p>SEF half termly attendance tracking data shows termly improvements, especially in individuals with significant attendance issues.</p> <p>Persistent absenteeism to be below 10%.</p>

	<ul style="list-style-type: none"> Develop Inclusion study for those students for whom disapplication is appropriate. 	
<p>Objective 4 To improve/raise aspiration for disadvantaged students</p>		
<p>Individual careers and transition guidance is offered post-Foundation, post-16.</p>	<p>Students are allocated careers appointments for post-16 transition and guidance with mentors.</p> <p>Inclusion staff work with any students vulnerable to NEET.</p> <p>Disadvantaged students supported with college visits and applications</p> <p>Disadvantaged students supported with apprenticeships applications and interviews.</p> <p>Disadvantages students supported with UCAS applications and interviews.</p> <p>Further develop ways to raise aspiration on an individual basis eg:</p> <ul style="list-style-type: none"> Work experience University/college visits Use of Students in Schools Use of Fast Tomato/Unifrog Visiting speakers/mentors Gold Programme visits (boost for more able Disadvantaged just short of criteria) 	<p>Evidence:</p> <ul style="list-style-type: none"> Zero NEETS (May 2019) SEF reviews (half termly) Student surveys positive for careers provision.
<p>Objective 4 To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully engage with their education.</p>		
<p>1:1 support provided for students with identified/diagnosed individual needs.</p>	<p>Students identified as requiring additional support will be mentored by pastoral/Inclusion staff.</p> <ul style="list-style-type: none"> JAC/ARC in place with disadvantaged students given priority access. Student Peer Mentors in place to provide support. School nurse appointments available Brief Behaviour Activation made available for those with low mood/anxiety (Reading University Research Project) Mentoring project to be set up through Adviza Reading FC used to provide mentors/male role models for some 	<p>Student and parents rate work with Disadvantaged students positively (surveys)</p> <p>Impact reports from interventions show impact.</p> <p>Other student/parent voice.</p>

	<ul style="list-style-type: none"> • Looked After Students supported by LAC Lead Teacher • Young Carers fully supported (YC Keyworker) 	<p>SEF half termly attendance, behaviour, exclusion data remain positive and/or improve further.</p>
<p>Opportunities provided for Disadvantaged students outside the classroom</p>	<p>All staff running trips and clubs to be reminded to encourage Disadvantaged students' participation (and that they can use some of their bursary for it).</p> <p>Tirabad Guarantee – every PP student is entitled to one fully paid trip to our outdoor education centre in Wales during their career.</p> <p>When Disadvantaged students contribute to, and participate in, the wider school this should be acknowledged to them through letter home.</p>	<p>All disadvantaged students take part in at least one extra-curricular activity, recorded in PP Passport and monitored by PP lead via tutors.</p>

<p>Objective 5 To raise achievement for disadvantaged students through a sharp focus on “Quality First Teaching” we will:</p>		
<p>Continue to provide continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.</p>	<p>CPD programme for teaching and support focuses on developing and sharing best practice in Quality First Teaching especially:</p> <ul style="list-style-type: none"> • Formative (accurate) assessment • Priority seating, questioning and marking • Feedback • Mastery learning • Academic literacy • Numeracy (especially reasoning) • SEND strategies (especially SMEH) 	<p>See school and Trust CPD Menu (Sept 2018)</p> <p>See use of Department Meetings to deliver transformative strategies (Standards Strategy Meetings).</p> <p>Outcomes of lesson observations and book reviews (SEF).</p> <p>Evidence of new approaches being adopted and evaluated (with on-going sharing of best practice) (CPD Calendar)</p>
<p>Ensure that funding is available for staff to buy resources and equipment for PP students</p>	<p>Teacher Premium fund ring-fenced in order that individual departments/teachers to have access to resources that support QFT for disadvantaged students.</p>	<p>Spending is audited and impact evaluated (April 2019).</p> <p>Evidence shared so that this is spent even more effectively going forwards (July 2019).</p>
<p>Objective 6 To plan for successful transitions for disadvantaged students</p>		
<p>All Disadvantaged students have a clear supported plan to make the transition into the next stage of work/education/training</p>	<p>The Disadvantaged Pupil Premium Passport enables each student to have a progression plan linked to their aspirations and talents.</p> <ul style="list-style-type: none"> • Discussions take place with parents where necessary. • Year 11 students have independent careers advice/appointments as necessary. • Year 11 students have support for sixth form, college and apprenticeship applications and interviews (including accompanying them on visits as required) • Year 8 students have individual guidance to ensure aspirational and appropriate KS4 pathways. • Y13 students have support with UCAS/Apprenticeship applications. 	<p>Evidence:</p> <ul style="list-style-type: none"> • Zero NEETS (May 2019) • SEF reviews (half termly) • Student surveys positive for careers & options provision.