



### **Impact of Pupil Premium 2017/18**

Cohort – 34 (12%) Pupil Premium Students (10 HAP, 14 MAP, 5 LAP)

<b>P8</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
ALL (277)	0.65	0.64	0.41
PP (29)	0.17	0.4	0.31
<b>GAP</b>	<b>-0.48</b>	<b>-0.24</b>	<b>-0.10</b>

<b>Att 8</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
ALL (277)	57.43	55.53	57.2
PP (34)	40.58	47.12	47.8
<b>GAP</b>	<b>-16.85</b>	<b>-8.41</b>	<b>-9.40</b>

2018 National average P8 for non-PP students was 0.13.

Thus, with a score of 0.17 Pupil Premium students at Maiden Erlegh School made more progress than non-Pupil Premium students nationally.

Numbering only 34 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.

We did not have prior data for five of the group and as a result they are not counted in the Progress 8 measure.

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 of this particular set of circumstances 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.

Whilst our scores are down on last year, our Pupil Premium students have nonetheless performed well, out-performing non-Pupil Premium students nationally and to have achieved this with an average of fewer than eight GCSE entries is a testament to both their hard work and that of the school staff.



**Years 9 and 10 (Key Stage 4)**

Our data for the current year 9 and 10 is promising and suggests that our gaps are likely to diminish again in the next two years. Particularly pleasing is that all of our figures compare favourably with national figures for all students. This means that our Pupil Premium students are likely to fair better at Maiden Erlegh School than the average student nationally.

	YEAR 9	Attainment 8			Attainment En			Attainment Ma			Progress 8		Progress En		Progress Ma	
	No	No.	Ave	Nat*	No.	Ave	Nat*	No.	Ave	Nat*	No.	Ave	No.	Ave	No.	Ave
DA (PP)	27	27	58.72	49.80	27	11.48		27	11.19		27	1.23	27	0.74	27	1.12
Not DA	251	251	65.45	49.80	251	12.67	10.60	250	12.88	9.70	244	1.33	244	0.81	243	1.28
<b>Gap</b>	-		<b>-6.72</b>	<b>8.92</b>		<b>-1.19</b>	<b>0.88</b>		<b>-1.69</b>	<b>1.49</b>		<b>-0.10</b>		<b>-0.06</b>		<b>-0.16</b>

	YEAR 10	Attainment 8			Attainment En			Attainment Ma			Progress 8		Progress En		Progress Ma	
	No	No.	Ave	Nat*	No.	Ave	Nat*	No.	Ave	Nat*	No.	Ave	No.	Ave	No.	Ave
DA (PP)	30	30	56.2	49.8	30	11.33		30	10.8		29	1.08	29	0.82	29	1.01
Not DA	247	247	64.18	49.8	246	12.5	10.6	247	12.58	9.7	233	1.27	233	0.78	233	1.22
<b>Gap</b>	-		<b>-7.98</b>	<b>6.4</b>		<b>-1.16</b>	<b>0.73</b>		<b>-1.78</b>	<b>1.1</b>		<b>-0.19</b>		<b>0.03</b>		<b>-0.21</b>



**Years 7 and 8 (Foundation)**

Using our internal measures, measuring students by very aspirational flightpaths, 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	No DA	DA
En	-0.41	-0.44
Gg	-0.19	-0.25
Hi	-0.34	-0.26
Id	-0.35	-0.27
Ma	-0.25	-0.34
Rs	-0.42	-0.43
Te	-0.09	-0.11
Ar	-0.11	0.02
Dr	0.01	0.02
Es	0.01	0.00
Fr	-0.28	-0.14
Mu	0.12	0.18
Pe	-0.23	-0.12
Sc	-0.10	-0.17
De	0.10	0.03

Y8	No DA	DA
En	-0.36	-0.32
Gg	-0.31	-0.41
Hi	-0.64	-0.72
Id	-0.49	-0.40
Ma	-0.38	-0.43
Rs	-0.67	-0.76
Te	-0.15	-0.22
Ar	-0.41	-0.51
Dr	-0.35	-0.4
Es	-0.51	-0.62
Fr	-0.36	-0.52
Mu	-0.05	-0.04
Pe	-0.42	-0.34
Sc	-0.19	-0.18

Blue	-0.2	0	Exceptional
Green	-0.4	-0.2	Strong
Yellow	-0.6	-0.4	Good
Amber	-0.8	-0.6	Sound
Red	-1	-0.8	Concern
Pink	-0.8		Serious concern

**Attendance of Pupil Premium students**

Pupil Premium attendance last year was 94.1%. This compares with a national average of 92.2% for Pupil Premium attendance.

14.2% of our Pupil Premium students were persistent absentees (10% absence or more). This compares with a national average of 23.5% for Pupil Premium persistent absenteeism.

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 Exclusion.



### **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 a

**Alison Walker**

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Updated October  
Update November