



*July Review*

SUMMARY INFORMATION				
Name of School	Maiden Erlegh School		Total students on roll	1838
Students eligible for PP	Number: 116 (Excluding Y7)	%: 10.2% (Excluding Y7)	Number eligible for PP Plus (PLAC)	14
School PP Lead	Mr B Garner	LAB PP Lead		
		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

<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	£12,000
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	£4000
Education Welfare Officer support	X1 day a week service (WPA)	£10,400
Contribution to Inclusion Support	Bespoke access to learning mentoring	£30,000
Contribution to Attendance Officer	To help ensure 100% punctuality and attendance of disadvantaged students	£5000
Contribution to Young Carer Co-ordinator	Bespoke support for young carers	£1000

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	<p>Progress / attainment gaps have narrowed and closed as evidenced in improved DCP scores.</p> <p>GCSE outcomes show no discernible difference between disadvantaged students and their peers.</p>	None	On-going	<p>GV Champions All staff</p>	Please see supplement for the latest progress outcomes..
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	<p>Progress / attainment gaps have narrowed and closed as evidenced in improved DCP scores.</p> <p>Lesson visits and work scrutinies confirm that disadvantaged learners make progress in literacy and numeracy.</p>	None	On-going	<p>GV RET All staff</p>	<p>Reading Plus launched at February half term, initially to all students in Y7 &amp; 8, as well as students who qualify for PP in all other year groups; -Letter to parents, Jan 2021 -follow up assembly, Feb 2021</p> <p>As of 23.4.21: 12/42 users are actively using this programme (Y7&amp;8) 3/31 users are actively using this programme (Y9) 1/21 users are actively using this programme (Y10) 1/20 users are actively using this programme (Y11). GV to liaise with PP Champions in re-contacting families where active usage is not taking place to try and increase participation. Once the number of active users increases, a more meaningful analysis of impact can begin.</p> <p>-PP Champion training in use of package tbc. -Monitoring of impact: PP Champions to oversee.</p>

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	A refresher on cultural capital is planned to take place in a Thursday morning staff briefing, including the celebration of successes. GV in the process of organising this with colleagues.
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	Re-launch of the existing 'remote learning' staff google classroom page to take place immediately after the Easter break, with examples of best practice shared across the staff body.  GV/MG have led whole-school CPD on modelling and deliberate practice, March 2021.

#### 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	Students qualifying for PP in Y11 are taking part in either the National Tutoring Programme, MyTutor or MES staff tutoring. X1 declined to participate.  88% PP (Y7) offered; X1 declined 48% PP (Y8) offered & accepted

						22% PP(Y9) offered; 13% accep 43% PP(Y10) offered; 43% accep 100%PP (Y11) offered; 97% acce
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.	£2000	Sept 2020	Champions	38% of the Teacher Premium budget has currently been spent.
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)	£3000	On-going	Champions HODs	All students are currently receiving 1:1 tuition, with 18 out of 29 receiving tuition from MES staff. Impact reviews are planned after 6 weekly intervals.
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	A Borthwick (PP Champion) currently liaising with TS and BP as to how additional support during the forthcoming options process can be provided: <i>-all parents contacted 9<sup>th</sup> Feb to offer support &amp; further guidance... -parents contacted who had not returned options forms; these are now in.</i>
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	Sixth form application process currently underway. Targeted, additional support will then follow...
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	No progress here as yet due to current disruption...
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	Suspended.

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			£2000	
JAC/ARC support services		X11 students used JAC in 2019-20.			£5000	
Teacher premium		To ensure disadvantaged students have all required resources to succeed To contribute towards the extra-curricular activities that benefit all students			£7000	
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			£1000	
Welfare (including lockdown electronic devices, uniform, stationery)					£7500	
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		Every disadvantaged student will have received a bespoke careers interview before Easter 2021  Priority guidance and advice for disadvantaged students wanting to join the sixth form	£1000 for Adviza	On-going	Y11 Champion	All disadvantaged students in Y11 have received a careers interview in the period Sept – Dec 2020, including those re-arranged through periods of self-isolation etc.  As of March 2021, all students have a post-16 plan, with no NEETs.

		<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>				
<p>Monitoring of attendance among disadvantaged students; one-to-one meetings with parents where appropriate</p>	A	<p>Negligible attendance gap between disadvantaged students and their peers.</p>	<p>As per EWO fees</p>	<p>Half termly</p>	<p>GV CE Att Off</p>	<p><b>March 2021 (PP):</b>  Y7: 78.06% (10.79% gap) *  Y8: 86.39% (2.89% gap)  Y9: 81.24 (6.74% gap)  Y10: 81.26 (8.39% gap)  Y11: 84.71 (3.13% gap)</p> <p><b>March 2021 (FSM):</b>  Y7: 77.13% (11.74% gap) *  Y8: 88.50% (4.86% gap)  Y9: 81.06% (6.61% gap)  Y10: 77.32% (12.31% gap) *  Y11: 85.30% (2.34% gap)</p> <p>*PP Champions to liaise with HOY in identifying students presenting an attendance concern and next steps.</p>
<p>To investigate a potential partnership with the University of Reading's Pupil Premium Outreach Cohort Development Programme</p>	B C D	<p>Partnership with University of Reading has been agreed.</p> <p>Key students have been identified</p>	<p>No fee programme</p>	<p>September 2020-July 2021</p>	<p>GV</p>	<p>GV has contacted the university, March 2021. Discussions are underway as to what a partnership might look like as and when health and safety restrictions ease.</p>
<p>To review relationship between existing HW Club provision and disadvantaged students and introduce Y10 and Y11 'study hub'</p>	G H	<p>Bespoke Y10 and Y11 'study hub' is consistently used by disadvantaged students as evidenced through attendance registers.</p>		<p>To be in place for January 2021</p>	<p>HW Club lead</p>	<p>No update here, but this will be re-visited in the summer term 2021 with a view for September 2021.</p>

2.89%



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	A focus on the interconnected curriculum continues to take shape, with CPD led by HN on 22.3.2021. As this continues to take shape, GV and PP Champions will meet to liaise on how to make this as transparent to the student body as possible.
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	A CPD-refresher is planned for the first week back after the Easter break.
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	CPD on 8 <sup>th</sup> March delivered to all teaching staff, focusing on narrowing progress and attainment gaps for disadvantage/SEN learners.
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	No progress here as yet due to current health and safety restrictions. Plans for Y12 and Y13 students to engage with our feeder primary schools in nurturing reading will be rolled out September 2021.

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	No progress here as yet due to current health and safety restrictions. Plans for Y12 and Y13 students to engage with our feeder primary schools in nurturing reading will be rolled out September 2021.

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 need considering	September 2020-2025	GV & Champions	GV has contacted the university, March 2021. Discussions are underway as to what a partnership might look like as and when health and safety restrictions ease.

To investigate provision for experts to help inform our staff CPD programme in tackling disadvantage	A-FHI	Continual narrowing of progress & attainment gaps between DA and non-DA students. Positive feedback responses from staff relating to CPD Improved punctuality and attendance to school among DA students.	TBC	On-going	GV	This will carry forward to the next academic year.
Disadvantaged students are equipped to utilise metacognition strategies to manage their own learning effectively	B-DH	Negligible / diminished progress and attainment gaps among disadvantaged students and their peers	None	On-going	GV Champions	BC's cross-Trust project has been launched and is currently identifying a focus group of colleagues to take this forward.

#### 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	£3000		LAC Designated Teacher	
Art therapy; Mindfulness	Engagement with sessions; improved BfL in school; improved DCP scores	£3000		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;	£5000		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			
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	<b>Bid for additional funding</b>	<b>Comments</b>
£10,000	To help fund our 25% contribution to the National Tutoring Programme, in helping to close gaps among disadvantaged students as a result of Covid-19 disruption...	