

## Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name:	Maiden Erlegh School
Number of pupils in school:	1870
Proportion (%) of pupil premium eligible pupils:	6.5% (123 pupils)
Academic year/years that our current pupil premium strategy plan covers:	3 Years
Date this statement was published:	1 <sup>st</sup> October 2022
Date on which it will be reviewed:	Half-termly
Statement authorised by:	Mr P Gibson
Pupil premium lead:	Mr B Garner
Governor / Trustee lead:	Mrs S Ali

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,330
Recovery premium funding allocation this academic year	£33,396
Pupil premium funding carried forward from last year:	£0
Voluntary Donation (Woodley & Early Lions)	£1,500
Total budget for this academic year:	£135,226

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium strategy is underpinned by the premise that quality-first teaching (alongside personalised pastoral care) benefits both disadvantaged and non-disadvantaged students alike. High-impact teaching and learning will ultimately have the most significant impact on students who qualify for Pupil Premium funding. Tackling the ‘barriers to learning’ that are identified in this strategy remains crucial, but within a mindset that is pre-emptive in anticipating problems and immediately acting to mitigate them, rather than reacting once they emerge. Closing existing attainment and achievement gaps between students who qualify for the Pupil Premium and those who do not (and keeping them closed) lies at the heart of our resolve to continually provide high quality education for all.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Punctuality & attendance figures can be lower among disadvantaged pupils compared to their non-disadvantaged peers.
2	Financial hardship at home can result in disadvantaged students lacking the resources required to maximise progress & attainment outcomes.
3	Some disadvantaged students experience wider, contextual factors that risk hampering progress & attainment. For example, Looked After Children.
4	Low aspirations among disadvantaged students can hamper progress and attainment, resulting in limited ambition for the future.
5	Disadvantaged students can arrive in Y7 with existing gaps in literacy and numeracy.
6	Limited cultural capital among disadvantaged students can result in inadequate preparation for life in contemporary Britain.
7	Engagement with the school’s extra-curricular programme can be a factor experienced by disadvantaged students.
8	Unconscious bias towards disadvantaged students can unintentionally perpetuate stereotypes and lead to self-fulfilling prophecies of underachievement.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<b>Intended outcome</b>	<b>Success criteria</b>
Progress 8 score	0.5
Attainment 8 score	55
Ebaac entry	65%
% 9-5 including English & Maths	65%

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost:** £40,913

Activity	Evidence that supports this approach	Challenge
<p><b>Disadvantaged learners make continual progress; they benefit from quality-first teaching:</b> <b><i>CUR001 / CUR004</i></b></p> <p><i>-Work sampling/scrutiny highlights no discernible differences between the quantity and quality of written feedback provided to disadvantaged learners and their non-disadvantaged peers.</i></p> <p><i>-Work sampling/scrutiny shows that the quantity and quality of DIRT target work is consistently high; there are no differences between disadvantaged learners and their non-disadvantaged peers.</i></p> <p><i>-Development observations and learning walks highlight that questioning is personalised, inclusive and challenges disadvantaged learners to think hard.</i></p> <p><i>-Work sampling/scrutiny, development observations, learning walks and student voice highlight that deliberate practice has a positive impact on progress and achievement.</i></p> <p><i>-There is no discernible difference in the pride disadvantaged learners have in their work compared to their non-disadvantaged peers.</i></p> <p><i>-Homework-related detentions are low and are consistent with those set to non-disadvantaged learners; trends show a decline.</i></p>	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending” (EEF, Autumn 2021, P3)</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF, 2021)</p> <p>“Feedback: very high impact for very low cost, based on extensive evidence. Done well, this can add an additional 6 months of progress to disadvantaged learners” (EEF Teaching &amp; Learning toolkit)</p> <p>“Mastery learning: high impact for very low cost, based upon moderate evidence. Done well, this can add an additional 5 months of progress to disadvantaged learners” (EEF Teaching &amp; Learning toolkit)</p> <p>Metacognition and self regulation: Very high impact for very low cost, based upon extensive research. Done well, this can add an additional 7 months of progress to disadvantaged learners” (EEF Teaching &amp; Learning toolkit).</p>	<p>2,3,4,5,6,8</p>

<p><i>-Development observations, learning walks and focus group conversations demonstrate that disadvantaged learners can articulate the sequencing in their learning. They demonstrate fluency in the application of knowledge and skills.</i></p> <p><i>-DCP scores highlight that students who are PP&amp;SEND make progress. Development observations, learning walks, work scrutiny and student voice show that differentiation is skilful and personalised to individual needs.</i></p> <p><i>-Student voice and student survey results demonstrate that disadvantaged learners are increasingly metacognitive. Parents have received an e-guide to help develop effective metacognition in their child(ren).</i></p>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £74,497**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Diminishing/negligible performance gaps (DCP scores) between disadvantaged learners and their non-disadvantaged peers:</b> <b>CUR003 / CUR006</b></p> <p><i>-Progress of students studying languages is in line with their non-disadvantaged peers.</i></p> <p><i>-Sixth form linguists provide weekly support to the languages department.</i></p>	<p>Peer tutoring: High impact for very low cost, based upon extensive research. Done well, this can add an additional 5 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>One-to-One tuition: High impact for moderate cost, based upon moderate evidence. Done well, this can add an additional 5 months progress to disadvantaged learners. (EEF Teaching &amp; Learning toolkit)</p>	<p>2,3,4,5,6</p>

<p><b>All disadvantaged pupils read at their age level; they appreciate the value of reading:</b></p> <p><i>- Sixth form volunteers provide weekly support in developing reading skills among disadvantaged learners in Y7 and Y8. DCP scores show improvement; survey results highlight positive attitudes to reading.</i></p> <p><i>-Development observations, learning walks and work scrutiny highlight that disadvantaged learners benefit from the strategies shared through the school reading programme. Vocabulary is developed through the use of text in class; cultural capital is enhanced.</i></p>	<p>Oral language interventions: Very high impact for very low cost, based upon extensive research. Done well, this can add an additional 6 months of progress among disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>One-to-One tuition: High impact for moderate cost, based upon moderate evidence. Done well, this can add an additional 5 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>Peer tutoring: High impact for very low cost, based upon extensive research. Done well, this can add an additional 5 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>Reading comprehension strategies: Very high impact for very low cost, based upon extensive evidence. Done well, this can add an additional 6 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>Reading comprehension strategies: Very high impact for very low cost, based upon extensive evidence. Done well, this can add an additional 6 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>“Communication and English language skills have a particularly strong influence and impact on educational outcomes” (Quinn &amp; Spence-Thomas, <i>Accelerating Progress for Disadvantaged Learners</i>, 2021)</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,816

Activity	Evidence that supports this approach	Challenge
<p><b>Attendance is in line with non-disadvantaged pupils.</b></p> <p><b>All disadvantaged pupils in Y11 have a firm post-16 destination.</b></p> <p><b>Positive behaviours &amp; attitudes are recognised and celebrated; suspensions and exclusions are minimal and declining</b></p> <p><b>CUR005 / CUR002</b></p> <p><i>The attendance of disadvantaged students falls no lower than 96% and is in line with non-disadvantaged students.</i></p> <p><i>-There is a reduction in persistent absence among disadvantaged students in 2022-3, compared with the period 2021-2022.</i></p> <p><i>-Students demonstrating improved attendance receive a positive communication with home.</i></p>	<p>Behaviour interventions: Moderate impact for low cost, based upon limited evidence. Done well, this can add an additional 4 months of progress to the outcomes of disadvantaged learners. (EEF Teaching &amp; Learning toolkit)</p> <p>Parental engagement: Moderate impact for very low cost, based upon extensive evidence. Done well, this can add an additional 4 months of progress to the outcomes of disadvantaged learners (EEF Teaching &amp; Learning toolkit)</p> <p>“A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus on pupil premium policy” (Social Mobility Commission: Against the Odds Research Report, June 2021, Pg 7)</p> <p>Sugarman, B: Instigating aspirations and ambition in learners: ‘Social Class Values and behaviour in schools’</p> <p>Callender, C &amp; Jackson, J (2004) Fear of Debt and Higher Education Participations, Families and Social Capital.</p> <p>“Long-term approaches help and work best for disadvantaged learners” (Quote from ASCL CPD session with Marc Rowland, author of ‘Addressing Disadvantage: The Essex Way’. 9<sup>th</sup> November 2021)</p>	<p>1,4,7,8</p>

<p><i>All disadvantaged students participate in at least one extra-curricular activity during the academic year.</i></p> <p><i>All disadvantaged students in Y11 have received a careers interview before Christmas. There are no 'NEETS'.</i></p> <p><i>All disadvantaged students in Y10 have participated in some form of work experience.</i></p> <p><i>-Our partnership with the University of Reading is launched</i></p> <p><i>-Representatives from the University of Reading have visited disadvantaged students to enthuse and engage them</i></p> <p><i>-Positive feedback from students and their parents.</i></p>		
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**Total budgeted cost: £135,226**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

**Attainment 8 Average (Summer 2022): 59.87**

*Attainment 8 Average (Summer 2021): 53.72*

**Progress 8 (Summer 2022): 0.69**

*Progress 8 (Summer 2021): 0.55*

**Students achieving 5+ standard passes, including English and Maths:**

**(Summer 2022) 71.9%**

*Summer 2021: 76.67%*

**Students entered for the English Baccalaureate:**

**(Summer 2022) 79.9%**

*Summer 2021: 60%*

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE POD	Soundbite Learning Education on Demand.
Reading Plus Programme	Reading Plus
Language Nut	Language Nut