

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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:	1827
Proportion (%) of pupil premium eligible pupils:	6%
Academic year/years that our current pupil premium strategy plan covers:	3 Years
Date this statement was published:	1 <sup>st</sup> October 2021
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	£102, 971
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from last year:	£0
Total budget for this academic year:	£119, 501

# 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.

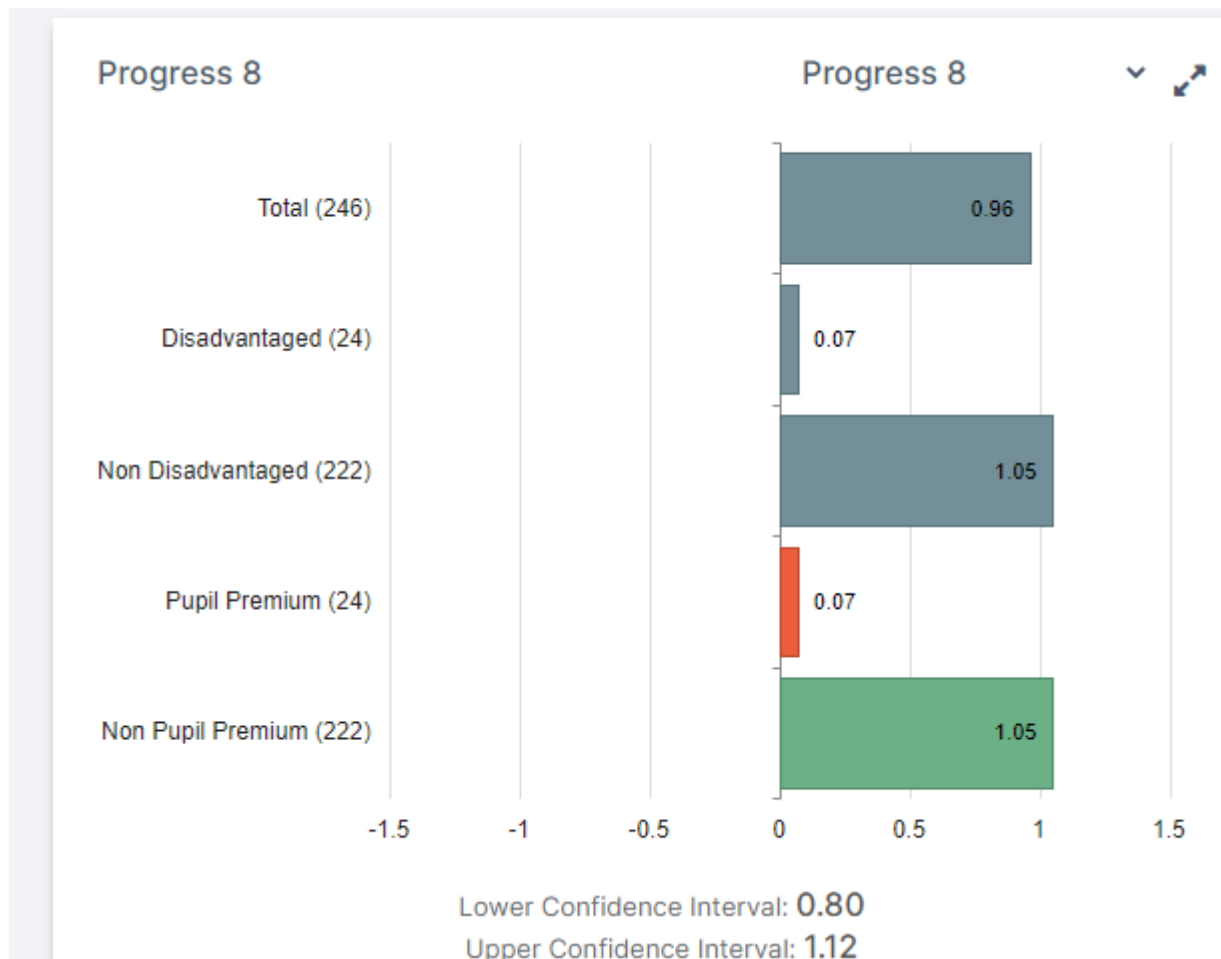
Challenge number	Detail of challenge
1	Punctuality & attendance figures can be lower among disadvantaged pupils compared to their non-disadvantaged peers.
2	Financial hardship at home can result in disadvantaged students lacking the resources required to maximise progress & attainment outcomes.
3	Some 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.

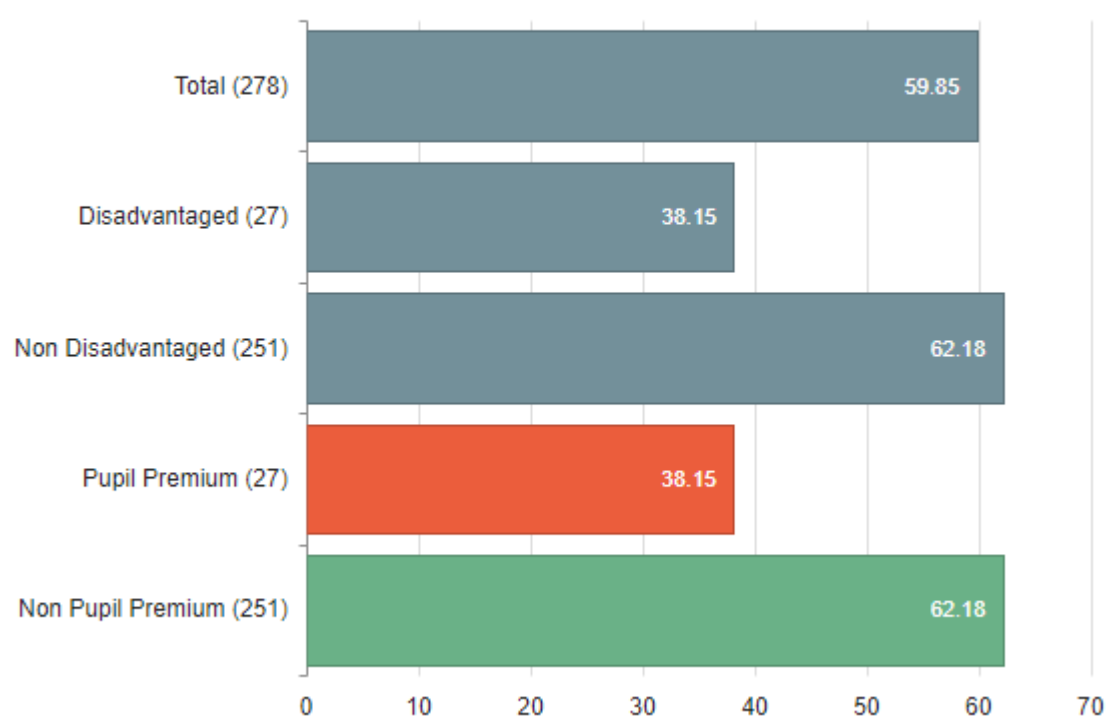
Intended outcome	Success criteria
Progress 8 score	0.70
Attainment 8 score	5.0
Ebaac entry	63%
% 9-5 including English & Maths	52%

## Actual outcomes, Summer 2022



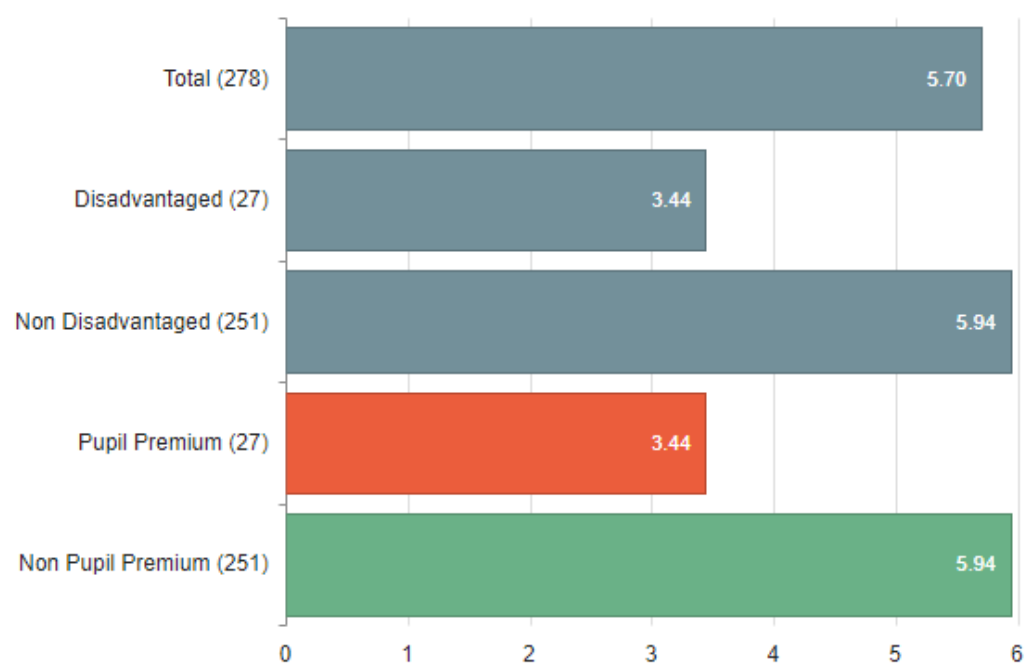
## Attainment 8

## Attainment 8



## Ebacc

## Ebacc APS



## 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)

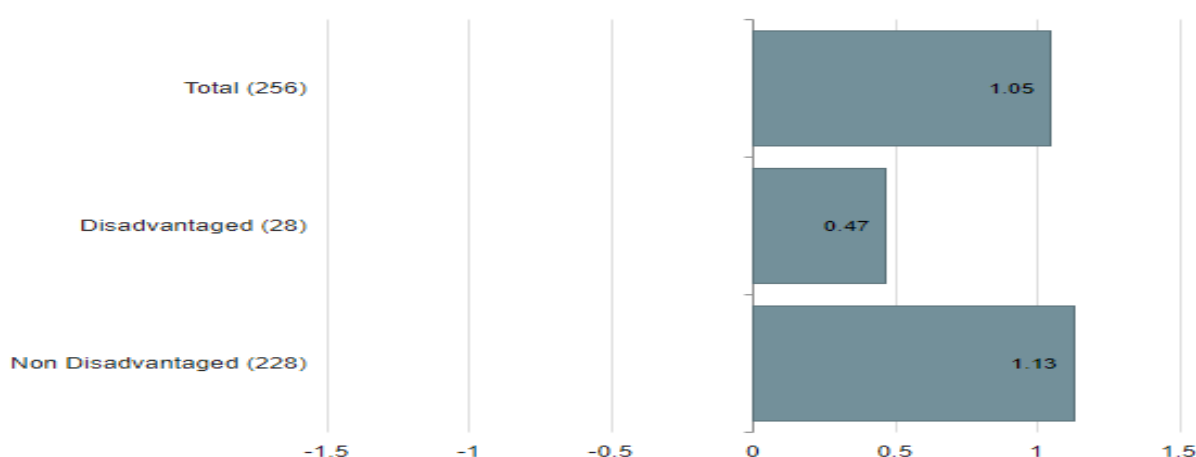
**Budgeted cost:** £49,140

Activity	Evidence that supports this approach Evidence to support judgement	Challenge
<p>Progress gaps because of Covid-19 related periods of interrupted learning, close:</p> <p><i>-Analysis of DCP data to identify students who are behind.</i></p> <p><i>-Positive relationships established with parents (AHOYs)</i></p> <p><i>-All students have learning resources that they need.</i></p> <p><i>-Appointment of in-house Maths/English tutor</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>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>Parental engagement: Moderate impact based upon very low cost, based upon extensive evidence. (EEF Teaching &amp; Learning toolkit)</p> <p>"The economic impact of coronavirus is likely to increase poverty and the disadvantage gap" (Social Mobility Commission: Against the Odds Research Report, June 2021, Page 6)</p> <p><b>Two highly successful appointments. Our English tutor will now stay with us as a full time member of staff. Our Maths tutor is beginning a Schools Direct course to qualify as a teacher.</b></p> <p><b>X5 Year 7 students have received additional Maths catch up tuition.</b></p> <p><b>X6 Y9 students have received additional English catch up tuition. X6 have received maths tuition.</b></p> <p><b>X4 Y10 students have received additional English catch up tuition. X8 have received maths tuition.</b></p> <p><b>X13 Y11 students have received additional English catch up tuition. X21 have received maths tuition.</b></p>	3,4,5,8

# Year 10: June 2022:

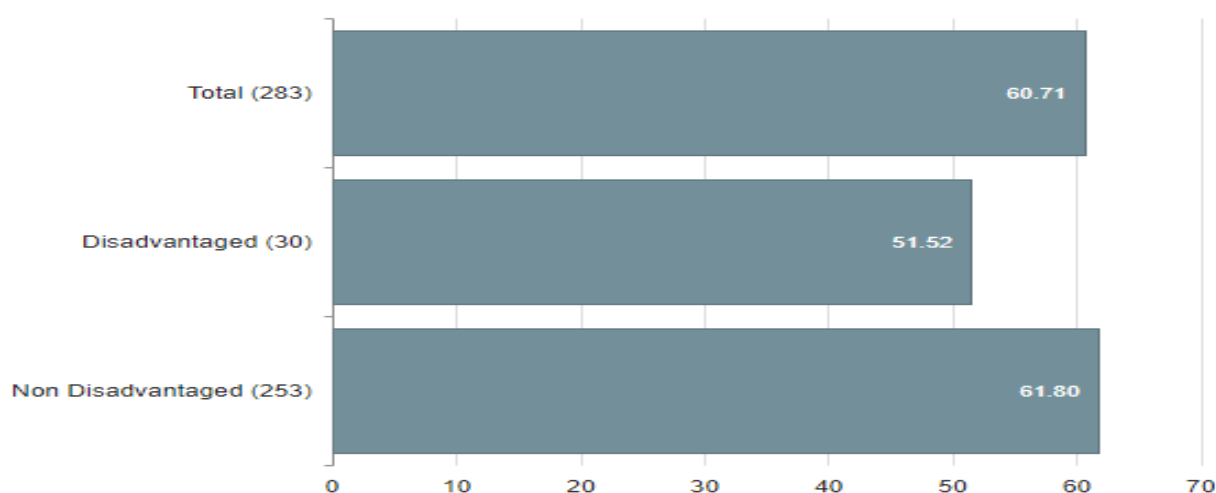
## Progress 8

## Progress 8



## Attainment 8

## Attainment 8



## Year 9, June 2022: Current Attainment across all subjects:

Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.4%	0.4%	0.4%	0.4%	6.0%	27.5%	59.4%	83.7%	94.4%	100.0%
DA (No)	0.0%	0.0%	0.0%	3.2%	23.4%	62.2%	88.3%	96.3%	98.0%	100.0%

## Year 8, June 2022: Current Attainment across all subjects:

Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	13.7%	55.4%	91.2%	100.0%
DA (No)	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%	25.5%	69.9%	96.1%	100.0%

## Year 7, June 2022: Current Attainment across all subjects:

Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	23.5%	80.2%	100.0%
DA (No)	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	4.2%	56.1%	96.1%	100.0%

<p>Staff CPD prioritises quality-first teaching and learning:</p> <p><i>Sequencing and interleaving</i></p> <p><i>Developing metacognitive learners</i></p> <p><i>Challenge as the basis of pedagogy.</i></p> <p><i>Standard &amp; quality of work is consistently high; no difference exists between disadvantaged &amp; non-disadvantaged.</i></p> <p><i>Students understand how their learning is sequenced; interleaving in classrooms allows them to make connections to existing knowledge &amp; prior learning as evidenced in lesson observations and through student focus group responses.</i></p> <p><i>Metacognitive strategies are used by students in helping them to establish ownership over their learning. Lesson visits, focus group evidence, feedback from parent information workshop.</i></p> <p><i>High-ability provision particularly includes a focus on HAP and HAP+ disadvantaged learners as evidenced by improved DCP scores, participation on Gold and Silver programme, matriculation into the sixth form, challenge evidenced in lesson visits/observations.</i></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><b>Development observations demonstrate that the sequencing of learning across the curriculum continues to become embedded in our practice. Explicit reference noted on 83 occasions in development observations since September 2021. This has been highlighted on 10 occasions as an area for development. Successful ‘challenge’ in lessons is explicitly noted in 71 development observations.</b></p> <p><b>Work scrutiny across all year groups demonstrates that there is no disparity in the quality of work produced by students who qualify for the Pupil Premium and those who do not.</b></p> <p><b>83% of parents surveyed stated that their child receives good challenge in lessons (Spring 2022 Parent Survey)</b></p> <p><b>71 specific references in development observations to effective challenge. Our next step is to ensure that this is embedded consistently across all classrooms.</b></p> <p><b>Successful re-accreditation of the NACE award 2021/22 in recognising our challenge provision.</b></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><b>-Corridor display helps to promote metacognitive strategies.</b></p> <p><b>-Staff CPD ‘thinking hard’ strategies, Autumn 2021.</b></p> <p><b>-Staff CPD: January 2022: ‘Creating a metacognitive classroom’. Positive feedback, including, “I was so inspired this morning, I made this quick slide as a recall starter with Year 10 (Marriage and Family was a Year 9 topic) which I have put on our department’s revision lesson...”</b></p>	<p>2,4,5,6,8</p>
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	<p><b>-87% of parents state that their child is developing 'appropriate learning and thinking skills' (Spring 2022 Parent Survey)</b></p> <p><b>10 students out of 27 have accepted a place in our sixth form from September 2022.</b></p>	
<p>Teaching staff receive SEN-specific CPD so that all learners thrive at school:</p> <p><i>-Negligible/diminished progress and attainment gaps</i></p> <p><i>-Lesson observations highlight skilful differentiation</i></p> <p><i>-SEN/PP students make positive progress gains/DCPdata.</i></p>	<p>Teaching Assistant interventions: Moderate impact for moderate cost, based upon moderate evidence. Done well, this can add an additional 4 months of progress among disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>Social and emotional learning: Moderate impact for very low cost, based upon very limited evidence. Done well, this can add an additional 4 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p><b>Y11: 3 out of 5 students have positive P8.</b>  <b>Y10: 12 out of 14 students have positive P8.</b>  <b>Y9: 12 out of 13 students have positive P8</b></p> <p><b>Development observations demonstrate that skilful differentiation is taking place across the school. The following are particularly noted:</b></p> <p><i>Curriculum planning ambitious for all.</i>  <i>Teachers skilfully adapt T&amp;L activities</i>  <i>Questioning is inclusive &amp; personalised.</i></p>	3,8

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £41,445**

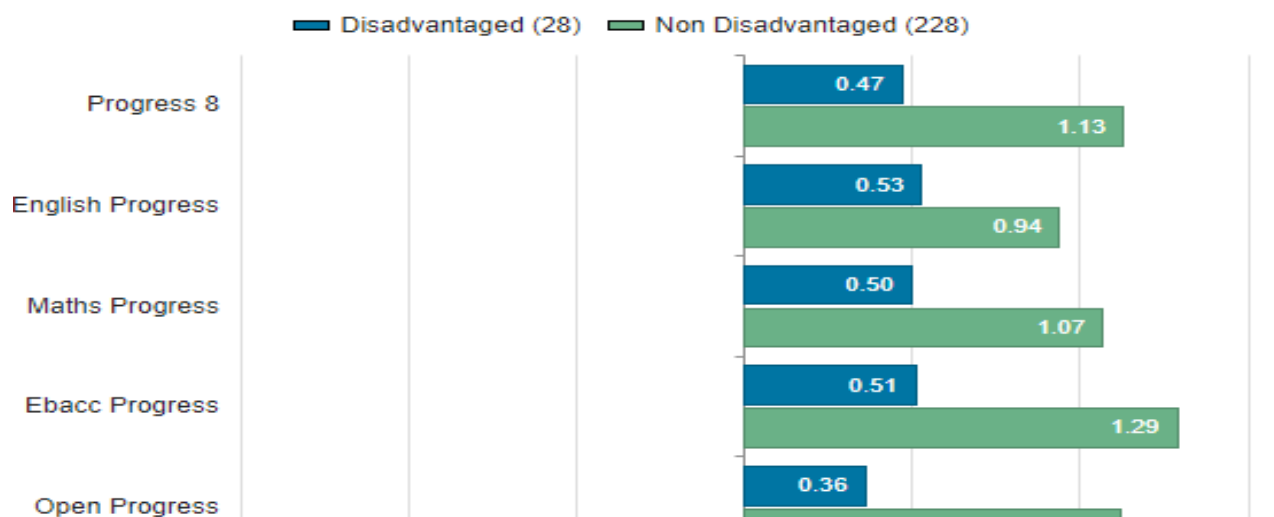
Activity	Evidence that supports this approach	Challenge number(s) addressed
Progress of students studying languages is in line with their non-disadvantaged peers.	<p>Peer tutoring: High impact for very low cost, based upon extensive research. Done well, this can add an additional 5 months of progress for disadvantaged pupils. (EEF Teaching &amp; Learning toolkit)</p> <p>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>	2,4,6

<p><i>Sixth form linguists provide weekly support.</i></p> <p><i>Monitoring of DCP data; progress</i></p> <p><i>-Students have access to essential resources that they need.</i></p>	<p><b>Assistant Heads of Year have worked to ensure that all students have the resources that they need to study languages effectively. All spending requests have been approved in this regard.</b></p> <p><b>Year 10, June 2022: Progress</b> <b>French: 0.49</b> <b>German: 1.10</b> <b>Spanish: 0.48</b></p> <p><b>Year 10 June 2022</b> <b>Current Attainment across French, German, Spanish:</b></p>									
Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	1.0%	7.1%	23.5%	45.9%	74.5%	93.9%	100.0%	100.0%
DA (No)	0.1%	0.2%	3.2%	14.8%	37.1%	66.4%	87.9%	98.1%	100.0%	100.0%
	<p><b>Year 9 June 2022</b> <b>Current Attainment across French, German, Spanish:</b></p>									
Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	0.0%	0.0%	7.3%	46.3%	70.7%	95.1%	100.0%	100.0%
DA (No)	0.0%	0.0%	0.0%	0.7%	24.5%	65.5%	93.3%	99.3%	99.8%	100.0%
<p>Progress of students in English and Maths is in line with their non-disadvantaged peers. (CUR003)</p> <p><i>1:1 tuition; termly review of progress.</i></p> <p><i>Sixth form volunteers to support reading in Y7; improved DCP evidence.</i></p> <p><i>Sixth form volunteers provide weekly support to feeder primary</i></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><b>Volunteers from the current Year 12 have been selected, briefed and their work to support disadvantaged pupils in English and Maths will begin in September.</b></p> <p><b>Feeder primary schools will be contacted in September. This will roll forward to 2022-3.</b></p> <p><b>1:1 tuition of X in Y8 is evidencing progress:</b></p>									
	5									

*schools;  
improved  
reading,  
writing,  
spelling,  
maths scores.*

*In September 2021 X was working at a level 1H X's attainment is now 2M which was my target for X. Since the summer term X has been moved from the set 5 Maths doing Foundation maths to the set 4 Maths group which is the Core maths but X is capable to coping in this set.*

Year 10 June 2022:



Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	0.0%	0.0%	0.0%	3.4%	24.1%	65.5%	100.0%	100.0%
DA (No)	0.0%	0.0%	0.0%	0.0%	0.0%	11.8%	65.0%	92.3%	99.6%	100.0%

Year 8 June 2022:  
Current Attainment: English:

Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	58.0%	96.0%	100.0%
DA (No)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%

Year 7 June 2022:  
Current Attainment: English:

Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	36.8%	100.0%	100.0%
DA (No)	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	11.1%	76.3%	99.6%	100.0%

Year 9 June 2022:  
Current Attainment: Maths:

Sub Group	9+	8+	7+	6+	5+	4+	3+	2+	1+	Total
DA (Yes)	0.0%	0.0%	0.0%	0.0%	7.4%	37.0%	66.7%	96.3%	100.0%	100.0%
DA (No)	0.0%	0.0%	0.0%	1.2%	32.5%	69.5%	92.4%	99.2%	100.0%	100.0%

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost:** £28,916

Activity	Evidence that supports this approach	Challenge
<p>Reading culture is embedded across the school (CUR008)</p> <p>-100% participation in Reading+ programme</p> <p>-100% participation in tutor reading programme.</p> <p>-90% parents agree 'my child enjoys reading'.</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><b>61% of parents state that their child enjoys reading (Spring 2022 Parent Survey).</b></p> <p><b>Developing and promoting a whole-school reading strategy forms part of the 2022+ SIP, so this this target area will roll forward to 2022 to enhance our provision further.</b></p> <p><b>All disadvantaged students have been provided with a copy of the text used as part of the pastoral reading programme.</b></p> <p><b>Disadvantaged students have been registered to participate in the Book Trust's Book Buzz reading programme and this will take effect from September 2022.</b></p>	4,5,6
<p>University of Reading partnership launched (CUR005)</p> <p>-Y7 cohort have received visit from UoR representatives.</p> <p>-Y7 have visited campus as part of 'Aim Higher' day.</p> <p>-Positive feedback from students and their parents.</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><b>While the foundations of a relationship with the University of Reading have been established, this needs to be rolled over to next year's strategy.</b></p>	4,6
<p>Attendance is in line with non-disadvantaged peers</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>	1,7

<p>WPA Education Welfare Officer prioritises DA students.</p> <p>-Half termly attendance report shows gaps are closing.</p> <p>-Positive communication home in acknowledging improvement</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><b>94% of parents state that the management of attendance at MES is good (Spring 2022 Parent Survey).</b></p> <p><b>95% of parents state that the management of punctuality at MES is good (Spring 2022 Parent Survey).</b></p> <p><b>Y7:</b> <b>Average attendance % across the PP = 89.95% (May 2022)</b> <b>This compares to 95.54% among those not PP.</b></p> <p><b>Y8:</b> <b>Average attendance % across the PP cohort = 89.7% (May 2022).</b> This compares to 93.7% among those not PP.</p> <p><b>Y9:</b> <b>Average attendance % across the PP = 84.1% (May 2022)</b> <b>compared to 92.2% among those not PP.</b></p> <p><b>Y10:</b> <b>Average attendance % across the PP = 77.7% (May 2022)</b> <b>compared to 91.8% among those not PP.</b></p> <p>Improving positive communication with home where attendance has improved continues to roll over to next year’s strategy.</p> <p><b><u>Overall Attendance Comparison Review: 2022:</u></b></p> <table><tr><th>Group</th><th>P%</th></tr><tr><td>(V) Pupil Premium</td><td>89.23%</td></tr><tr><td>Year 7</td><td>89.23%</td></tr><tr><td>(V) Pupil Premium</td><td>89.52%</td></tr><tr><td>Year 8</td><td>89.52%</td></tr><tr><td>(V) Pupil Premium</td><td>83.36%</td></tr><tr><td>Year 9</td><td>83.36%</td></tr><tr><td>(V) Pupil Premium</td><td>78.10%</td></tr><tr><td>Year 10</td><td>78.10%</td></tr><tr><td>(V) Pupil Premium</td><td>75.90%</td></tr><tr><td>Year 11</td><td>75.90%</td></tr><tr><td>Total</td><td>82.98%</td></tr><tr><td>Grand Total</td><td>82.98%</td></tr></table>	Group	P%	(V) Pupil Premium	89.23%	Year 7	89.23%	(V) Pupil Premium	89.52%	Year 8	89.52%	(V) Pupil Premium	83.36%	Year 9	83.36%	(V) Pupil Premium	78.10%	Year 10	78.10%	(V) Pupil Premium	75.90%	Year 11	75.90%	Total	82.98%	Grand Total	82.98%
Group	P%																										
(V) Pupil Premium	89.23%																										
Year 7	89.23%																										
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(V) Pupil Premium	83.36%																										
Year 9	83.36%																										
(V) Pupil Premium	78.10%																										
Year 10	78.10%																										
(V) Pupil Premium	75.90%																										
Year 11	75.90%																										
Total	82.98%																										
Grand Total	82.98%																										

**Total budgeted cost: £ 119,501**

## 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 2020 to 2021 academic year.

**Attainment 8 Average (Summer 2021): 53.72**

**Progress 8 (Summer 2021): 0.55**

**Students achieving 5+ standard passes, including English and Maths: 76.67%**

**Students entered for the English Baccalaureate: 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

## Further information (optional)

COSTINGS		
Role	Rationale	Projected Spend
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	£10,000
Contribution to Inclusion Support	Bespoke access to learning mentoring	£25,000
Contribution to Attendance Officer	To help ensure 100% punctuality and attendance of disadvantaged students	£5,000
Contribution to Young Carer Co-ordinator	Bespoke support for young carers	£1,200
Counselling service (X2 days per week)	X15 students used this service 2020-21	£4000
Recruitment and Retention	To ensure that high-impact teachers can be sourced and retained	£11,600
In-school recovery premium tutor	To close gaps in Maths & English where they have emerged during Covid-19 disruption	£16,530
STAFFING COSTS – EXTERNAL AGENCIES		
Education Welfare Officer support	X1 day a week service (WPA)	£10,400
JAC Support Services	X27 used this service 2020-21	£5,000
ADVIZA Careers Advice Service	Priority further/higher education and careers advice; Zero 'NEETS'	£500
ADDITIONAL COSTS		
Teacher Premium	To ensure disadvantaged students have all required resources to succeed To contribute towards the extra-curricular activities that benefit all students	£8,000
Career Professional Development Programme	To enhance quality of teaching	£3,010
One-to-One private tuition	To ensure progress and attainment gaps close	£6,245
Health and Wellbeing		£6,513
Developing Cultural Capital		£6,503
<b>Total projected spend</b>		<b>£119,501</b>