

# Pupil premium strategy statement – Maiden Erlegh School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1873
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Steve Jump
Pupil premium lead	Sian Young/Ceri Burns
Governor / Trustee lead	Mr A Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105, 065.84
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£105,065.84

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

Through our training and discussion we will articulate a vision for DA support around the “4 As”. (*Attend, Access, Aspire, Achieve*). This will promote clear understanding and shared language around provision. We will realise our vision through 6 interlinked strategic “pillars”:

- High quality teaching
- Reading and Literacy
- Improving Attendance
- Enrichment and belonging
- Social, Emotional and behaviour support
- Raising Aspirations

Our Pupil Premium strategy is underpinned by the premise that high-quality 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	0.5
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: £50,696.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Pillar 1: High Quality Teaching</u></b></p> <p><b>Disadvantaged learners make continual progress; they benefit from high quality teaching.</b></p> <ul style="list-style-type: none"> <li>- Relentless focus on high quality, effective CPD across the Trust.</li> <li>-Work sampling/scrutiny highlights no discernible differences between the quantity and quality of written feedback provided to disadvantaged learners and their non-disadvantaged peers.</li> <li>-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.</li> <li>-Development observations and learning walks highlight that questioning is personalised, inclusive and challenges disadvantaged learners to think hard.</li> <li>-There is no discernible difference in the pride disadvantaged learners have in their work compared to their non-disadvantaged peers.</li> <li>-Homework-related detentions are low and are consistent with those set to non-disadvantaged learners; trends show a decline.</li> <li>-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.</li> <li>-Provision of HLTA's in English and maths to support small groups</li> </ul>	<p><i>"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)</i></p> <p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" (EEF, 2021)</i></p> <p><i>"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)</i></p> <p><i>"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)</i></p> <p><i>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).</i></p> <p><i>'An effective well-planned lesson through the lens of disadvantaged pupils will have a disproportionately <u>positive</u> effect on these pupils who may not have the support out of school", M Rowland, Closing the gap webinar, National College.</i></p> <p><i>HLTA's in English and maths to support small group. HLTA's in Maths and English provide small group support focusing on core skills. In class support with key groups of students maximises impact of high-quality Teaching.</i></p>	

<p><b><u>Pillar 2: Reading and Literacy</u></b></p> <p>Purchase of standardised Read Write Inc to support students' literacy progress.</p> <p>Purchase of flash academy programme to support PP EAL students with literacy progress.</p>	<p>The language gap is the disadvantage gap"</p> <p>Educational disadvantage often stems from <i>language poor environments</i>, from the lack of access to vocabulary and a lack of ability to play with language and some research suggests DA <i>children may hear 30 million fewer words than their peers. Developing early reading skills and fluency is fundamental to unlocking learning as a child develops – all the way from early years to post 16.</i></p> <p>'Leaders know that reading is pupils' passport to success for all areas of learning. Consequently, reading is placed at the heart of the school's curriculum'</p> <p><a href="https://www.ruthmiskin.com/success-stories-3/">https://www.ruthmiskin.com/success-stories-3/</a></p>	

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

Budgeted cost: £24,369.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Pillar 6: Raising Aspirations</u></b></p> <p><b>DCP scores highlight that students who are PP&amp;SEND make progress.</b></p> <p>Development observations, learning walks, work scrutiny and student voice show that differentiation is skilful and personalised to individual needs.</p> <p>Curriculum and Pastoral DHT, AHT, HOY to ensure all students are making expected progress by analysis of DCP data. Followed by implementation of appropriate interventions.</p> <p><b>All students to attend a careers fair to promote opportunities. All students to</b></p>	<p>Raising aspirations is therefore often believed to incentivise improved attainment. (EEF)</p> <p>Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate belief in the academic potential of all pupils. (EEF)</p> <p>Research, such as that by Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives. This is exactly what we want to avoid happening to our learners.</p>	

<p>have a one-to-one meeting with careers adviser.</p> <p>All Year 11 PP students to meet with pastoral team, HOY, AHT to discuss post 16 plans and be provided with additional support if required. There are no 'NEETS'.</p> <p>All disadvantaged students in Y10 have participated in some form of work experience.</p> <p>Year 7 student take part in the Reading University Programme, aimed at targeting first generation university students.</p>		

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

Budgeted cost: £30,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Pillar 3: Improving Attendance</u></b></p> <p><b>Pupils to be supported to increase their attendance at school, with all students achieving 90% attendance.</b></p> <ul style="list-style-type: none"> <li>- Relentless implementation of the associated Maiden Erlegh Trust Attendance strategy</li> <li>- Promote an “everyone responsible” ethos in our approach to improving attendance.</li> <li>- AHT, HOY, pastoral team to ensure all students have appropriate attendance intervention, such as home visits, attendance panels and regular monitoring meetings.</li> <li>- Bi-Weekly report created by the attendance team and shared with</li> </ul>	<p><i>Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education today (24 March 2016).</i></p> <p><i>Analysis of a representative sample of 300 schools' Pupil Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding. (EEF, 2024)</i></p> <p><i>Research suggests that there is a clear correlation between low attendance and low academic progress.</i></p> <p><i>Of those pupils who were persistently absent, 35.6% achieved grade 9 to 4 in English and maths. Among severely absent pupils, this figure was 11.3%. This compares to 83.7% of pupils with no missed sessions and 76.3% who missed between 0 and 5%. (Gov, uk)</i></p>	

<p>pastoral leads to ensure data is continually tracked.</p> <ul style="list-style-type: none"> <li>- Introduce praise initiatives for students with strong attendance.</li> </ul>		
<p><b><u>Pillar 4: Enrichment and belonging</u></b></p> <ul style="list-style-type: none"> <li>- To create a culture within school where disadvantages students feel valued and welcomed.</li> <li>- Develop social capital by providing support for DA pupils to feel part of the community. (Uniform etc)</li> <li>- To provide support with extra-curricular attendance. Provide a rich extra-curricular programme to provide multiple opportunities for different interests.</li> <li>- All disadvantaged students participate in at least one extra-curricular activity during the academic year.</li> </ul>	<p><i>A key finding from the Understanding Attendance project is that pupils' sense of belonging at school has a statistically significant impact on their attendance rates. Pupils with the highest attendance rates had sense of school membership scores that were six per cent above those considered to be persistently absent.</i></p> <p><i>Learners' sense of belonging in the school community can be a cause of absenteeism - if a learner does not feel that they belong within their school community, their risk of absence is higher. (Education development trust)</i></p>	
<p><b><u>Pillar 5: Social, emotional and behaviour support.</u></b></p> <p>Positive behaviours &amp; attitudes are recognised and celebrated; suspensions and exclusions are minimal and declining.</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>	

**Total budgeted cost:** £105, 065.84

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Comparing PP P8 to the National Progress 8 scores: (Summer 2024):**

Maiden Erlegh: - 0.36

National PP: - 0.57

National non-disadvantaged: 0.17

#### **Progress8 (Summer 2024)**

Maiden Erlegh Progress 8 Pupil premium: 37.82

Maiden Erlegh Progress 8 Non-Pupil premium: 62.17

#### **Students English and Maths:**

Maths PP: 7.84

Maths non-PP: 12.32

English PP: 7.56

English non-PP: 12.46

#### **Students achieving EBacc:**

Maiden Erlegh pupil premium EBacc: 11.04

National non-disadvantaged EBacc: 18.57

#### **Average progress towards target:**

Pupil Premium: - 1.26

Non-Pupil Premium: - 0.62

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Reading Plus Programme	Reading Plus
Flash Academy Literacy Programme	Flash Academy

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*