



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 st 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%



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	Challenge
<p>Progress gaps because of Covid-19 related periods of interrupted learning, close:</p> <ul style="list-style-type: none"> -Analysis of DCP data to identify students who are behind. -Positive relationships established with parents (AHOYs) -All students have learning resources that they need. -Appointment of in-house Maths/English tutor 	<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 & Learning toolkit)</p> <p>Parental engagement: Moderate impact based upon very low cost, based upon extensive evidence. (EEF Teaching & 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>3,4,5,8</p>
<p>Staff CPD prioritises quality-first teaching and learning:</p> <ul style="list-style-type: none"> Sequencing and interleaving Developing metacognitive learners Challenge as the basis of pedagogy. Standard & quality of work is consistently high; no difference exists between disadvantaged & non-disadvantaged. Students understand how their learning is sequenced; interleaving in classrooms allows them to make connections to existing knowledge & prior learning as evidenced in lesson 	<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 & 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 & 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 & Learning toolkit).</p>	<p>2,4,5,6,8</p>



<p><i>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>Teaching staff receive SEN-specific CPD so that all learners thrive at school:</p> <ul style="list-style-type: none"> -Negligible/diminished progress and attainment gaps -Lesson observations highlight skilful differentiation -SEN/PP students make positive progress gains/DCP data. 	<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 & 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 & Learning toolkit)</p>	<p>3,8</p>

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
<p>Progress of students studying languages is in line with their non-disadvantaged peers.</p> <p><i>Sixth form linguists provide weekly support.</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 & 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 & Learning toolkit)</p>	<p>2,4,6</p>



<p><i>Monitoring of DCP data; progress</i></p> <p><i>-Students have access to essential resources that they need.</i></p>		
<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 schools; improved reading, writing, spelling, maths scores.</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 & 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 & 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 & Learning toolkit)</p>	<p>5</p>



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><i>-100% participation in Reading+ programme</i></p> <p><i>-100% participation in tutor reading programme.</i></p> <p><i>-90% parents agree 'my child enjoys reading'.</i></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 & Learning toolkit)</p>	<p>4,5,6</p>
<p>University of Reading partnership launched (CUR005)</p> <p><i>-Y7 cohort have received visit from UoR representatives.</i></p> <p><i>-Y7 have visited campus as part of 'Aim Higher' day.</i></p> <p><i>-Positive feedback from students and their parents.</i></p>	<p>Sugarman, B: Instigating aspirations and ambition in learners: 'Social Class Values and behaviour in schools'</p> <p>Callender, C & 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'. 9th November 2021)</p>	<p>4,6</p>
<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 & Learning toolkit)</p>	<p>1,7</p>



<p><i>WPA Education Welfare Officer prioritises DA students.</i></p> <p><i>-Half termly attendance report shows gaps are closing.</i></p> <p><i>-Positive communication home in acknowledging improvement</i></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 & 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>	
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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
Total projected spend		£119,501