

Pupil premium strategy statement – Maiden Erlegh School

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 | 1837 |
| Proportion (%) of pupil premium eligible pupils | 7.0% (113 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 1 year |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | Half Termly |
| Statement authorised by | Paul Gibson |
| Pupil premium lead | Sian Young |
| Governor / Trustee lead | Mrs S Ali |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £110107 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <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> | £110,107 |

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 | 0.5 |
| 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: £ 86,177

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Disadvantaged learners make continual progress; they benefit from quality-first teaching: CUR001 / CUR004</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</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 & Learning toolkit)</p> | 2,3,4,5,6,8 |

| | | |
|---|--|--|
| <p><i>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><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>-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> | <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 & 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 & Learning toolkit).</i></p> | |
| <p><i>Pupils to be supported to increase their attendance at school, with all students achieving 90% attendance.</i></p> | <p><i>Assistant Head of Years to ensure all students have appropriate attendance intervention, such as home visits, attendance panels and regular monitoring meetings.</i></p> | |
| <p><i>DCP scores highlight that students who are PP&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>Assistant Head of Years to ensure all students are making expected progress. Analysis of DCP data to ensure to have appropriate intervention take place.</i></p> | |
| <p><i>Provision of HLTA’s in English and maths to support small groups</i></p> | <p><i>HLTA’s in English and maths to support small groups 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 Quality First Teaching.</i></p> | |
| <p><i>Purchase of standardised Read Write Inc to support students’ literacy progress.</i></p> | <p><i>‘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’</i> https://www.ruthmiskin.com/success-stories-3/</p> | |
| <p><i>Release time for Assistant Head teacher, Assistant Heads of Year and Curriculum</i></p> | <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF, 2021)</i></p> | |

| | | |
|---|--|--|
| Leads to monitor the quality of teaching, planning, supporting/ coaching staff, etc | | |
|---|--|--|

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

Budgeted cost: £ 6000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Diminishing/negligible performance gaps (DCP scores) between disadvantaged learners and their non-disadvantaged peers: CUR003 / CUR006</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>All disadvantaged pupils read at their age level; they appreciate the value of reading:</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>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>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>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>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>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</p> | 2,3,4,5,6 |

| | | |
|--|--|--|
| | <p>for disadvantaged pupils. (EEF Teaching & Learning toolkit)</p> <p>“Communication and English language skills have a particularly strong influence and impact on educational outcomes” (Quinn & Spence-Thomas, <i>Accelerating Progress for Disadvantaged Learners</i>, 2021)</p> | |
|--|--|--|

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

Budgeted cost: £ : **£17,930**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Attendance is in line with non-disadvantaged pupils. All disadvantaged pupils in Y11 have a firm post-16 destination. Positive behaviours & attitudes are recognised and celebrated; suspensions and exclusions are minimal and declining CUR005 / CUR002</p> <p>The attendance of disadvantaged students falls no lower than 96% and is in line with non-disadvantaged students.</p> <p>-There is a reduction in persistent absence among disadvantaged students in 2022-3, compared with the period 2021-2022.</p> <p>-Students demonstrating improved attendance</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>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> <p>Sugarman, B: Instigating aspirations and ambition in learners: ‘Social Class Values and behaviour in schools’</p> | 1,4,7,8 |

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

Total budgeted cost: £ 110,107

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment 8 Average (Summer 2023):

Maiden Erlegh Pupil Premium Average: 52.5

National non disadvantaged: 50.2

Progress8 Average (Summer 2023)

Maiden Erlegh Progress 8 Average for Pupil premium: 0.42

National Progress 8 Average for disadvantaged: -0.55

National Progress 8 Average for non-disadvantaged: 0.15

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

Maiden Erlegh 5+ Eng/Math for pupil premium: 62%

National Average for non-disadvantaged: 52%

Students achieving EBacc:

Maiden Erlegh pupil premium EBacc at 5+: 34%

National non-disadvantaged EBacc at 5+: 20%

Average GCSE Entry:

Maiden Erlegh Pupil Premium: 8.1

National Average: 7.6

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 |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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