

Maiden Erlegh School in Reading Strategic Aims Action Plan and provision statement 2016/2017: Disadvantaged students (inc Pupil Premium)

How are we spending our PP funding?

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| Leadership and supporting work within key areas | Pastoral Lead, Inclusion and Attendance Officer, Senior Student support |
| Academic Interventions (staffing and resources) | Purple Pathway in Y7/8, Homework support club (Pupil Premium specifically invited), Linguascope and Rapid plus groups. Maths and Science clinics |
| Pastoral Interventions | Social Skills group, mentoring by DFE and JBS |
| Teaching and Learning | Revision materials, department bids for resources (Teacher Premium) |
| Additional opportunities | FSM, Uniform and equipment, trips/visits, peripatetic music lessons, Tirabad Guarantee |

How have we considered the EEF information about effective methods for raising attainment/achievement of disadvantaged students?

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| Feedback + 8 month progress | Whole school focus on DIRT. Priority marking. Priority questioning. |
| Peer tutoring + 5 months progress | UTC post-16 student mentoring and reading scheme |
| Reading comprehension strategies +5 months | Purple Pathway for <L4 or < 100 St score on arrival, Toe by Toe, Linguascope and Rapid Plus for EAL, |
| 1:1 tuition +5 months | bespoke interventions on needs basis |
| Homework + 5 months | teachers set meaningful homework and follow up non-completion. Invitation homework club provides a regular space and additional TA support for Homework to be completed |

Do we show interim tracking of disadvantaged students and action points to take forward?

Whole school monitoring at each DCP (6 times per year). Action plan developed with pastoral leaders and subject leaders on a needs basis.

Do we show evidence in the classroom that PP students are known to the teacher and that QFT allows them to make good

Expectation on all staff to know and identify PP students. Clear from seating plans and lesson plans during lesson observations and Drop Ins. These can be evidenced in Teacher's class information folders and in their planning.

Does the SIP identify any issues in the performance of disadvantaged students?

1. SIP is reviewed half-termly and informs the allocation of funding going forward
3. SIP gives a summary of the actions taken and reviews the effectiveness of these
3. PP Lead (currently Deputy Head) to inform governors of the effectiveness of the ongoing action plan and outcomes.

Overriding principles:

- The profile of disadvantaged students must be high for all staff and "Small wins" are important by each member of staff involved with them.
- PP students need aspiration, achievement and attendance.
- PP students need to be making better progress than non-disadvantaged students, due to their start point being further behind.

- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all
- Students.

Allocation for 2016/2017 = £88,825 (no LAC or service premium expected in 2016/17)

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| 13000 | Personal budgets (£100 or £150 for FSM) |
| 6000 | Standards Strategy Contribution |
| 7000 | Tirabad guarantee |
| 5000 | Homework club and other after school support |
| 20000 | Inclusion and Attendance Officer contribution (to ensure PP high attendance rates) |
| 10000 | Senior Student Support worker contribution (specialist in EAL-high prevalence among PP) |
| 15000 | Pastoral Leader contribution (with responsibility for Inclusion) |
| 3500 | Teacher Premium (academic support) |
| 1000 | More Able Premium (for HAP pupil premium) |
| 3000 | Aspiration and esteem raising off site activity (e.g. Reading FC, JAC stables) |
| 2500 | Additional HLTA support (pupil premium prioritised) |
| 2800 | Contingency |
| 88800 | |

| Summary information | | | | | |
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| Academic Year | 2016/17 | Total PP budget | £88,825 | Date of most recent PP Review | Sep 2016 |
| Total number of students 7-8 | 360 | Number of students eligible for PP | 95 | Date for next internal review of this strategy | Jan 2017 |

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| <p>Objective 1 To develop and communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos.</p> | | |
| <p>Ensure that the profile of disadvantaged/bursary students remains high in school.</p> <p>Use the Sutton Trust toolkit to look at key strategies to improve progress for these students (and subsequently all students).</p> | <p>All teaching staff can identify PP students and have them in mind when planning, delivering and marking. Staff use priority marking.</p> <p>Narrowing the Gap is a professional development target for all staff (as it has been for the previous 3 years). Staff to achieve targets.</p> <p>HAP PP students kept in the spotlight as priority through staff bulletins and briefings. Focus for More Able coordinator.</p> <p>EEF outcomes inform strategy to ensure effective targeting of resources</p> | |
| <p>Objective 2 To improve basic literacy/reading ages for lower ability students and to improve the progress and attainment of all disadvantaged students in English.</p> | | |
| <p>Improve basic literacy and reading ages for lower ability Students.</p> <p>Improve the progress and attainment of all disadvantaged/bursary students in English.</p> | <p>Any student <L4/<100 English on entry are in Purple Pathway.</p> <p>85% of disadvantaged students make at least expected progress in English. Reading scheme (before/after school + using UTC mentors in place to support students who need help with reading) Rapid+/Linguascope in place for EAL students.</p> | |

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| <p>Objective 3 To improve basic numeracy skills for lower ability students and to improve the progress and attainment of all disadvantaged students in Maths</p> | | |
| <p>Improve basic numeracy skills for lower ability students.</p> <p>Improve the progress and attainment of all disadvantaged students in Maths.</p> | <p>Most students <L4/ <100 on entry are in Purple Pathway.</p> <p>85% of disadvantaged students make at least expected progress in Maths.</p> <p>Students in need of support identified as part of Standards Strategy.</p> <p>Volunteer mentoring (by UTC students/MES sixth formers) is available for individuals needing to make better progress. Priority given to disadvantaged students.</p> <p>Reading University Students in Schools programme used to help support lessons/small groups/individuals.</p> <p>Investigate Rapid Maths for any student needing significant support in Foundation.</p> | |
| <p>Objective 4 To improve attendance and aspiration for disadvantaged/bursary students and reduce the gap between disadvantaged/bursary and non- disadvantaged/bursary students for persistent absence</p> | | |
| <p>Individual careers and transition guidance is offered post-Foundation, post-16, post-18.</p> <p>Attendance is closely monitored and students praised for good attendance/identified for low attendance i.e. letters home/parental meetings/report cards.</p> | <p>.</p> <p>Attendance below expected 95% is identified regularly and contact made with families concerned (Inclusion and Attendance Officer, Pastoral lead, EWS)</p> <p>Pupil Premium automatically on 'vulnerable' list for attendance officer (personal phone call home on day one of any absence)</p> | |
| <p>Objective 5 To cater for the emotional and wider needs of disadvantaged students, so that they are able to fully engage with their education.</p> | | |
| <p>Provide 1:1 mentoring for students related to individual need</p> <p>Mentoring to be tailored towards academic progress,</p> | <p>Foundation students identified as requiring additional support are mentored 1:1 leading to an improvement in effort/attendance/engagement/attainment.</p> <p>Counselling in place with disadvantaged students given priority access</p> <p>All disadvantaged students take part in at least one extra-curricular activity</p> | |

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| | <p>Individual £100 allowance for every PP student. £150 for current FSM students</p> <p>Tirabad Guarantee – every PP student is entitled to a trip to outdoor education in Wales.</p> | |
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Objective 6

To raise achievement for disadvantaged students through a sharp focus on “Quality First Teaching”

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| <p>Provide continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.</p> <p>Provide a program of sharing good practice, building upon ideas shared by external and internal staff.</p> <p>Provide bid-for Teacher Premium fund for individual departments/teachers to have access to resources that support QFT for disadvantaged students.</p> | <p>Ensure the CPD programme for teaching and support staff has Quality First Teaching at its heart, in order to raise the profile of disadvantaged and bursary students</p> <p>Best practice carousels and visits to other schools result in new approaches being adopted that improve achievement</p> <p>Resources purchased via the Teacher Premium make a positive impact on those students using them.</p> <p>Students have financial support for additional opportunities, such as trips, resources, uniform, bespoke opportunities, peripatetic music lessons</p> <p>Any group is flagged where dynamics do not promote learning for teachers to agree a strategy for improvement.</p> | |
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Objective 7

To plan for successful transitions for disadvantaged students

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| <p>Ensure all disadvantaged students have a clear supported plan to make the transition into the next stage of work/education/training</p> | <p>All disadvantaged students have a plan in place for future progressions. Meet and discuss with parents where necessary.</p> <p>Year 8 students have individual guidance to ensure aspirational and appropriate KS4 pathways.</p> <p>Disadvantaged students have aspirational yet realistic plans.</p> | |
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