

A) Pupil Premium Student Outcomes 2017/18

Progress analysis (Summer 2018)

1= Maiden Erlegh Trust measure of progress in line with FFT flightpaths (Good progress)

Year 7 2017-18	cohort TOTAL	PPG	not PPG	2017 2018 PP Gap
ART	1.11	1.11	1.10	0.01
DRAMA	1.12	1.13	1.11	0.02
ENGLISH LANG	0.98	0.96	0.98	-0.02
SPANISH	1.02	1.00	1.03	-0.03
FRENCH	1.13	1.00	1.16	-0.16
GEOGRAPHY	1.03	0.98	1.05	-0.08
HISTORY	1.01	0.88	1.05	-0.18
COMP SCI	0.88	0.89	0.88	0.01
MATHS	1.06	1.04	1.07	-0.03
MUSIC	1.17	1.13	1.19	-0.06
PE	1.02	1.02	1.02	-0.01
RS	1.00	1.00	1.00	0.00
SCIENCE	1.25	1.21	1.26	-0.06
TECHNOLOGY	1.33	1.34	1.33	0.01
Total average	1.08	1.06	1.09	-0.03

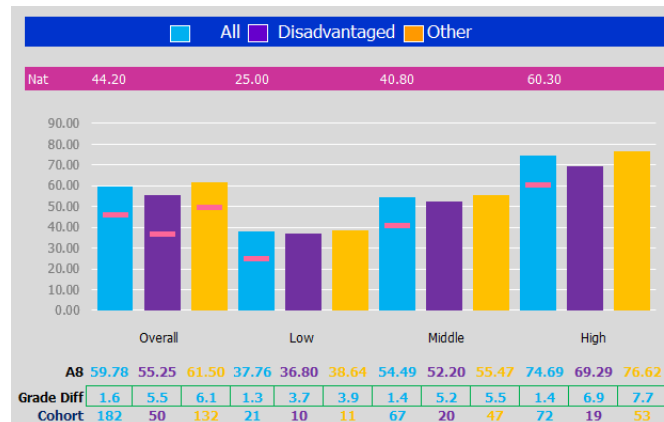
Year 8 2017-18	cohort TOTAL	PPG	not PPG	2017 2018 PP Gap
ART	0.98	0.96	0.99	-0.03
DRAMA	0.98	0.91	1.02	-0.11
ENGLISH LANG	0.88	0.75	0.93	-0.19
SPANISH	1.03	0.88	1.08	-0.20
GEOGRAPHY	0.90	0.74	0.96	-0.21
HISTORY	0.49	0.33	0.55	-0.22
COMP SCI	0.94	0.96	0.93	0.04
MATHS	1.00	0.89	1.05	-0.16
MUSIC	1.15	1.16	1.15	0.02
PE	0.89	0.89	0.89	0.00
RS	0.30	0.05	0.39	-0.35
SCIENCE	1.07	1.07	1.07	0.00
TECHNOLOGY	1.18	1.13	1.20	-0.08
Total average	0.92	0.85	0.94	-0.09

Year 9 2017-18	cohort TOTAL	PPG	not PPG	2017 2018 PP Gap
ART	1.09	1.17	1.04	0.12
COMPUTING	1.23	1.00	1.25	-0.25
DRAMA	0.56	1.00	0.53	0.47
ECONOMICS	0.41	0.67	0.37	0.30
ENGLISH LIT	0.73	0.45	0.83	-0.39
ENGLISH LANG	0.85	0.65	0.93	-0.28
SPANISH	0.79	0.75	0.81	-0.06
FOOD & NUTRITION	1.14	1.00	1.21	-0.21
FRENCH	0.48	0.32	0.53	-0.21
GEOGRAPHY	0.76	0.76	0.76	0.00
HISTORY	0.08	-0.17	0.12	-0.29
HEALTH+SOCIAL CARE	1.94	2.00	1.90	0.10
ICT	1.11	0.88	1.22	-0.33
MATHS	0.99	0.96	1.01	-0.05
MUSIC	1.33	1.00	1.40	-0.40
PE	0.82	0.75	0.83	-0.08
PHOTOGRAPHY	1.00	0.89	1.10	-0.21
RS	0.15	0.11	0.16	-0.05
SCIENCE	1.10	1.04	1.13	-0.08
TECH (GRAPHICS)	1.36	1.40	1.33	0.07
DESIGN TECHN	1.49	1.39	1.56	-0.17
Total average	0.80	0.74	0.83	-0.09

Year 9 end of key stage 4 Predicted Attainment (Summer 2018)

	Cohort		KS2 APS			Standard Pass En			Strong Pass En			Standard Pass Ma			Strong Pass Ma			Standard Pass En and Ma			Strong Pass En and Ma		
	No	%	No.	APS	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	No.	%	Nat*	
All Students	182	100%	160	28.28	169	93%	76%	136	75%	61%	174	96%	69%	150	82%	45%	168	92%	64%	128	70%	43%	
Disadvantaged (PPI)	50	27%	49	27.14	47	94%		33	66%		48	96%		36	72%		46	92%	44%	30	60%	25%	
Not Disadvantaged	132	73%	111	28.79	122	92%		103	78%		126	95%		114	86%		122	92%	71%	98	74%	49%	
PPI Gap	-	45%	-	1.64	-	2%		-	12%		-	1%		-	14%		-		-	-	14%		

Y9 Attainment 8 internal indicator



A key aim of our holistic Pupil Premium strategy is to narrow progress gaps between pupil premium and non-pupil premium students.

In the Foundation stage (y7-8), Pupil premium students in 2017-18 have made similar progress as non-Pupil Premium students (from their starting points). There are no significant gaps between disadvantaged and non-disadvantaged students and, on average, Pupil Premium students are making above the national average progress for their starting point (based on KS2 Sat scores).

In Key Stage 4, again progress gaps are minimal. Both standard and strong PPG passes in En and Ma are predicted to be well ahead of national figures. There is a small gap between % of PPG and non-PPG students achieving strong passes in En and in Ma, however this reflects the weaker average APS scores of PPG students in this cohort.

B) Pupil Premium Student Attendance 2017/2018

ATTENDANCE	All	Pupil Premium	Not Pupil Premium	Gap
Year 7	95.83%	94.57%	96.37%	1.8%
Year 8	95.58%	93.71%	96.42%	2.7%
Year 9	95.31%	93.73%	95.93%	2.2%
All Years	95.58%	94.00%	96.23%	2.2%

TREND	2015/16	2016/17	2017/18
Pupil Premium	94.90%	94.24%	94.00%
Not Pupil Premium	96.51%	96.18%	96.23%
Gap	1.61%	1.94%	2.23%

PERSISTENT ABSENCE (<90%) 2017 2018	Year 7	Year 8	Year 9	All Years
Pupil Premium	16.7%	18.2%	24.0%	19.5%
Not Pupil Premium	5.6%	4.1%	6.2%	5.3%

As a result of our focus on attendance, overall, PPG student attendance is significantly higher than national rates and the gap with non-PPG students of around 2% is in line with previous years.

There continues to be a significant gap between PPG persistent absentees (as a proportion) compared with non-PPG. Addressing the underlying issues that lead to this will continue to be a key focus into 2018 2019

C) Pupil Premium Student Behaviour and Conduct 2017/2018

- No Pupil premium students received a permanent exclusion.
- Five PPG students received a fixed-term exclusion.
- Five PPG students finished the year on Individual Behaviour Plans
- Four students finished the year on Pastoral Support Plans

In all cases, special consideration was given to the students' pupil premium status, but their behaviour warranted a fixed term exclusion.

D) Pupil Premium expenditure strands evaluation 2017/2018 (non-staffing strands)

Personal budgets (£100/150 for FSM)	School Uniform, school shoes, school PE kit, Breakfast Club , school disco	This allows pupils to access funds to support learning. Pupils have used this fund for a variety of reasons, allowing the school system to support them in areas they need help in as well as allowing access to activities and events that all children have access too. This means there are no barriers to learning.
Tirabad guarantee		More students than expected have accessed this funding. This however, is very positive and means that more PP students have experienced Tirabad. This is an invaluable opportunity building friendships and key skills to support holistic development.
Homework club and other after school support	Homework Supervisors - Sixth Form MES	Homework Club has been a part of our wrap around approach. Not only does this run after school, but is supported by Sixth Form students from Maiden Erlegh School. This supports the younger students in the studies as well as providing a role model and crucial relative support for young people.
Literacy development	Dictionaries, Reading Books, Books Vouchers	All PP students received a book vouchers worth £10 to spend at the book fayre. This was incredibly successful, and allowed students to choose books of their choice to read. Teachers have also accessed this funding for their PP children when purchasing class and reading books to support learning. This has taken the pressure off of the PP children, as most of these books are needed to access the curriculum. i.e. Macbeth, Dictionaries in MFL.
Teacher Premium (academic support)	Dictionaries, GCSE revision Guides, English text books/ Reading books, Food technology ingredients, Happy Puzzle Company	Teachers have accessed this strand to allow students to access all relevant aspects of their studies, including events such as The Happy Puzzle Company. This was a day off timetable focusing on numeracy/
Pastoral Premium (pastoral support)	Books for mental health and SEN support, Revision materials , Sweetscience Boxing	A number of different interventions have taken place so far this academic year, for example SweetScience. This is a character building programme based around boxing. This has been incredibly successful and has enabled the students (16) who took part to take responsibility. Behaviour has improved as a result. In addition this strand has been used to develop the Inclusion Centre and the provision for the students - for example reading books around key topics, as well as providing revision materials and plans for PP students. This has helped developed their knowledge and understanding as well as equipping them correctly for exams and revision, consolidating learning.
Off-site activity (e.g. Reading FC, JAC stables)	Reading FC, School Counsellor (ARC) and JAC work	Do due demand, we have used some of this money to provide an In school counsellor from ARC weekly. This is supporting the pastoral needs of the students, and helping to reduce and control mental health. RFC has been an excellent respite service as well as providing in school support for student who are finding it difficult to access learning. This allows for less gaps, continuity and 1:1 support.
Parent engagement & Translation services	TA support - Gateway sessions.	Learning Gateway session have been provided for parents of all students for every information evening. As a part of this we have paid a TA to support during these sessions. She has translated in Hindi, Urdu and Punjabi as well as English. This has been an excellent service and supported parents in accessing and understand academic progress and reporting, allowing them to better support their children and the school raising standards.