



Summary information					
School	Maiden Erlegh School in Reading				
Academic Year	2019/20	Total PP budget	£240,000	Date of most recent PP Review	July 2019
Total no. of pupils	900	Number of pupils eligible for PP	No: 258: 29%	Date for next internal review of this strategy	Jan 2020

Cohort information					
	No	% LOW	% MIDDLE	% HIGH	Pastoral or other contextual information
7 PP	51	31%	45%	12%	<ul style="list-style-type: none"> - Balanced Gender mix - 9% no KS2 results (12% PP) - Lower EAL (10% lower than other cohorts)
7 ALL	180	20%	54%	17%	
8 PP	61	37%	51%	12%	<ul style="list-style-type: none"> - Girl heavy - Significantly higher number of SEND (SEN need and SEN status) overall and pp/SEND. - Higher number of students on IBP/PSP (disproportionately PP)
8 ALL	179	29%	50%	21%	
9 PP	50	28%	59%	13%	<ul style="list-style-type: none"> - Boy heavy - Fewer SEN but highest for special medical conditions - Highest House points/lowest behaviour points
9 ALL	178	27%	50%	23%	
10 PP	51	42%	40%	19%	<ul style="list-style-type: none"> - Boy heavy - High number of vulnerable students (safeguarding/cp) - High number of students with risky behaviour outside of school - Significantly higher numbers of exclusions than other year groups
10 ALL	181	37%	41%	23%	
11 PP	45	18%	20%	41%	<ul style="list-style-type: none"> - Balanced gender mix - Attendance is worse than other year groups (cohort vs, PP) and PA. - HAP/MAP/LAP based old KS2 scores so not directly comparable with yr7-10
11 ALL	179	11%	41%	48%	

Tracking information							
	No.	APS (KS2)	Average 1-9 Scale grade	Progress Measure	% Attendance	No. Persistent Absenteeism (<90% attendance)	% Persistent Absenteeism
7 PP	51	102.07					
7 ALL	180	104.23					
Gap							
8 PP	61	100.17	1.07	-0.17	94.15	11	18.0%
8 ALL	179	102.87	1.18	-0.18	95.93	14	7.8%
Gap		-2.70	-0.11	0.01	-1.78		10.2%
9 PP	50	102.72	1.92	-0.36	95.08	7	14.0%
9 ALL	178	104.23	2.06	-0.38	96.19	12	6.7%
Gap		-1.51	-0.14	0.02	-1.11		7.3%
10 PP	51	101.19	2.61	-0.79	93.23	10	19.6%
10 ALL	181	102.52	2.89	-0.66	96.09	15	8.3%
Gap		-1.33	-0.28	-0.13	-2.86		11.3%
11 PP	45	27.12	3.9	-0.89	92.48	9	20.0%
11 ALL	179	28.25	4.32	-0.84	94.84	19	10.6%
Gap		-1.13	-0.42	-0.05	-2.36		9.4%

Average 1-9 Scale grade- current attainment using the last reported scale grades

Progress Measure- The average difference between expected scale grades needed to be on track to meet aspirational benchmark and the actual recorded current attainment. A progress measure of -0.3 indicates one fine grade below this suggested flight path,

Barriers to future attainment (for pupils eligible for PP)	
<i>Academic barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A	High proportion of PP students who are EAL 60% of students at the school
B	Pupils arrive with pre-existing gaps in literacy and numeracy as they enter Year 7 and gaps in some areas continue.
C	Under assessment of true prior ability in KS2 results in lowered expectations in foundation stage. Prior attainment profile is significantly lower for PP students than non-PP. Research suggests KS2 results for many PP students are lower than non-pp for similar ability. There is a risk of gap with true potential continuing to grow and risk of progression flightpaths and targets under-estimating potential
D	Behaviour for Learning of a small group of PP pupils can have a detrimental effect on their academic progress and that of their peers. % exclusions is higher for PP students than non-PP students
E	Curriculum participation/access: For some PP students lack of resources mean that some students might be unable to afford uniform, equipment to enable them to feel part of the school. Also some students are not able to access extra-curricular and enrichment activities where a parental contribution usually supports these activities-
F	Low careers aspirations for many PP students: For many PP students they have not had aspirations lifted concerning post-16 careers and further/higher education opportunities.
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>	
G	Attendance: PP attendance lower than non-pp and worsens in KS4. A Significant difference across year groups between PP and non-PP persistent absenteeism
H	Wider vulnerability: A number of PP students have complex and challenging home lives including those deemed high risk (e.g. to CSE or Gangs, those subject to local authority plans and Looked after children)
I	Challenging behaviour outside of school: Higher proportion of PP students than non-PP students are at risk of more challenging behaviour outside of school. This can be brought into school.
J	Lack of cultural capital for many PP students: means that some students find aspects of the taught curriculum harder to access, not having had the richness of life experience that other students may have had.
K	Poor home learning environments mean that not all out-of-class work can be/is completed. This leads to a higher proportion of Homework related appointments for DA students
L	Parental engagement with the school from some PP families is lower than desired, to ensure parents are able to support their child's education to secure improvements in progress and attainment.

Strategic Plan						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff lead	Interim Review	Final Review
Objective 1 – Close gaps in attainment between PP and non-PP pupils in Yr7 and Yr8 as they emerge. (Barriers B,C)						
Curriculum and year group Standards meetings have a focus on PP student progress Outcomes cascade at curriculum team level thus keeping profile high.	Maiden Erlegh Trust Standards process (modelled on PixL) facilitates diagnostic and forensic focus on specific students. Has shown to be highly effective	Gaps in progress across subjects reduce over the year. Gaps in progress between PP and non-PP are <0.1 in En and Ma	Trend through year (July 2020 Jul 2020	EL		
Access and Achievement mentor sessions used to work with PP students who are falling behind in multi subjects HLTA intervention also used (1-1 and small group)	EEF identify impact of focussed 1-1 sessions (+ 5 months) and small group sessions (+4 months)			BUR		
PP students who are falling behind are prioritised for peer-mentoring/tutoring.	EEF identify impact of focussed peer tutoring sessions (+ 5 months)			BUR		
Objective 2 – Knowledge and skills gaps in English and Maths for PP students are addressed (Barriers A,B,C)						
PP students included within Maths and English AM intervention programmes (Reading hive and Morning maths)	Sessions enable specific feedback and regular practise to support retention (Sweller)	Where there are Reading age deficits for PP students identified,	Jul 2020	EN/MO		

Lexia/Rapidplus/ Linguascope software used to address gaps and support PP students who are also EAL/weak literacy	EEF identify impact of individualised teaching and digital learning to be effective (+3/4 months)	these reduce. (NAGT figures) PP students use subsidy to purchase reading material of educational value	Jul 202 0	CA		
All PP student have subsidised access to reading fayre	Communicating value of books to students. Also helps school to develop stock of books through a matching scheme.		Jul 202 0	EN		
Student support mentor deployed to support EAL students (high prevalence PP)	Mentor is TEFL trained and additional sessions to support immersion has proven effective in rapid acquisition	positive attainment impact for level 3 EAL on entry	Jul 202 0	EN		
Objective 3 To continue to communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos (Barriers B,C)						
PP students flagged in classlists /seating plans. Staff use responsive approaches: priority marking, priority questioning, priority seating approaches as appropriate to address PP underperformance	EEF <i>"Good teaching for all pupils has a particular benefit for disadvantaged pupils."</i> Quality First teaching.	Grab-folders and discussion with staff shows evidence of knowledge of PP students in classes. Teachers can articulate their	Oct 201 9	BUR		

<p>Staff briefings/cpd to continue to reference DA students to reinforce key messages about profile and priority, potential under assessment at prior keystage, potential barriers to learning and strategies to address these. Also that Pupil Premium students are not an homogeneous group</p>	<p>R Montacute – potential for success recommendations</p>	<p>approach, evidenced in learning walks (PP focus) Training delivered and outcomes seen in lessons.</p>	<p>April 2020</p>	<p>BUR</p>		
<p>Additional in-class support prioritised for PP through student in school programme</p>	<p>EEF identify impact of focussed 1-1 sessions (+5)</p>	<p>QA shows that PP students have appropriate provision for prior ability (esp. HAP)</p>	<p>Oct 2019</p>			

Objective 4 – Ensure that attendance gaps between PP students and non-pp students (especially persistent absence) closes (Barriers E,G)

<p>Attendance Officer has a particular focus on PP attendance:</p> <ul style="list-style-type: none"> - Calling families of identified PP students (in addition to FDC text messages) - Prioritising mentoring relationships with PP students where poor attendance is a factor - Meetings with parents of PP where 	<p>Lepkowska: principles of PP success cites attendance as one of seven key building blocks.</p> <p>EEF identify impact of effective parental engagement (+ 3 months)</p>	<p>PA rates for pupil premium students reduce cf 2018/19</p> <p>Attendance and punctuality figures for PP students improve and trend is positive.</p>	<p>Trends improve termly and across the year (July 2020)</p>	<p>BUR</p>		
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attendance is an issue. - Exploring how any barriers to attendance might be addressed - Liaising with EWS and proactive Deploying EWO at agreed trigger points to support PP families						
Access and achievement and Pastoral & family support worker to have a focus on engagement with PP families where attendance/PA is an issue				BUR		
Objective 5 – Ensure that all PP students and families have access to clear, aspirational careers and destinations advice (Barriers F, L)						
All students to have work experience opportunity	Experiences of the workplace to give focus and purpose to school work. Drive aspiration	All PP students in yr10 participate in work experience week	June 2020	HD		
Progression agreement with Reading college	Reciprocal agreement with college guarantees a place for all students who wish to take a place at college. Access given to the college to potential students	Predicted NEETS at 10% by Easter 2020 0% by July 2020	July 2020	HD		
Objective 6 – Ensure that PP students have full access to appropriate curriculum opportunities (including enrichment) (Barriers E, G)						
Personal budgets (£150) can be used to ensure that students do not face access barriers to school (e.g. Uniform)	Supports sense of belonging and easy access to school life. Students are then able to flourish. Personal budgets give agency to families and encourage dialogue about wider	Analysis shows that personal budgets are	Mid yr. Review and	BUR		

	needs (including academic) and how the school can support	appropriately focussed.	July 2020			
Equipment and resources provided in a number of subjects to remove any barrier of accessing subject (e.g. food tech resources, Maths equipment etc.)	Ensure full access to PP students to fully experience the curriculum	AP reports show positive achievement. AP for identified students has no detriment on their other courses.	July 2020	BUR		
Some identified PP students have AP opportunities to ensure they have the right curriculum offer.	Some PP students will benefit for alternative provision – lays beyond mainstream curriculum. Achievement in AP also has a positive impact re-engagement across all subjects			BUR/CA		
Objective 7 – Enhance opportunities for PP students to build cultural capital (Barriers E, J)						
Personal budget money can be used to support access to school trips, extra-curricular activity	Hattie’s Visible learning analysis suggests: enrichment programmes +0.53 extra-curricular +0.26 R Montacute – potential for success recommendations	PP Students engage with trip, extra-curricular and other forms of enrichment proportionally (or better)	Interim review and then confirm July 2020	BUR		
Tirabad guarantee offers PP students the opportunity to attend Tirabad outdoor activity centre	EEF-studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence (+4 months)	PP students attend Tirabad at least in proportion with cohort as a whole	Easter 2020	Enrich co-ord		
Objective 8 – Improve our support students with more challenging behaviour (Barriers D,H, I)						
Timely and effective intervention from inclusion mentors and pastoral team where PP student’s conduct	EEF identify impact of behaviour intervention (+3 months)	Exclusion rate for PP overall reduces cf 2018/19	SEF reviews of behavior	HD/BUR		

deteriorates in order to identify appropriate support.	https://www.phf.org.uk/wp-content/uploads/2014/10/theraputicearlyinterventions.pdf	Gap between PP rate of exclusion and non PP rate reduces	ur figures			
Continue to develop “Therapeutic thinking schools” approach. Whole staff training and consideration of wider context of presenting behaviours and therapeutic responses. Also developing support and response systems (e.g. supported study)						
Commission appropriate external support to provide those PP students with the most complex behaviour, appropriate support to enable them to access learning and achieve						
Objective 9 –make wraparound provision to support access, attendance and achievement (Barriers E, K, L)						
Afterschool Homework club is resourced five day a week for 1 hour	Homework can be difficult for some PP students to complete (lack of space or facilities). Additionally Homework club offers support	High proportion of attendance/usage from students who are PP (attendance lists)	July 2020	BUR		
Breakfast club is provided. (termly fee can be funded from personal budgets)	To avoid some students starting the day hungry – has had a positive impact on learning and behaviour for those attending (PP majority)					
Objective 10 To cater for the emotional wider needs of PP students, so that they are able to fully engage with their education (Barriers D,E,H,L)						
Timely and effective intervention from Inclusion team (including ELSA)	EEF identify impact of social and emotional learning (+4 months)	Mentoring records evidence PP student engagement		BUR		

MHFA support offered to PP students and further signposting for mental health support services.	Higher prevalence of MH issues within disadvantaged families https://www.mentalhealth.org.uk/statistics/mental-health-statistics-poverty	Referral records evidence PP student engagement				
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Summary of expenditure

Strand	Amount	%		
Leadership	20000	8.3%	Staff (leadership)	8.3%
English Staff	13300	5.5%	Staff (curriculum)	15.2%
English Other	2500	1.0%	Staff (welfare)	33.8%
Maths Staff	13300	5.5%	Curriculum Resources (staff)	6.3%
Maths Other	2500	1.0%	Curricular Equipment (students)	10.6%
Curricular Staff	10000	4.2%	Enrichment	4.2%
Welfare and Inclusion staff	40000	16.7%	Wrap around	4.2%
Enrichment/cultural capital	10000	4.2%	Outside agencies	6.3%
Destinations/Prep for working life	12000	5.0%	CPD Curriculum	0.4%
Curricular equipment/Software	5600	2.3%	CPD Pastoral/Welfare	0.4%
More able	500	0.2%	Practical support	3.3%
Behaviour	12000	5.0%	Other	7.1%
Attendance	14000	5.8%		
Emotional/wellbeing	15000	6.3%		
Curriculum CPD	900	0.4%		
Pastoral/welfare CPD	900	0.4%		
Alternative Provision	15000	6.3%		
Practical help	8000	3.3%		
Student Personal allowance	25500	10.6%		
Teacher grants	4000	1.7%		
Breakfast Club*	6000	2.5%		
Homework support*	4000	1.7%		
Other	5000	2.1%		
TOTAL	240000	100.0%	TOTAL	100%

*wrap around