



SUMMARY INFORMATION			
Name of School	Maiden Erleigh School in Reading	No. on roll in R-Y11 (Oct 2020)	880
School CU Lead	Sarah Gibbs	Total budget (£80 pp)	Approx. £71,720
Date of plan:	12/11/2020 Reviewed Jan 2021 & April 2021		
Date of next Review/update:	June 2021		

Needs analysis tools:

- Curriculum PLCs
- Ongoing assessment (across range of assessment approaches, formal and informal)
- DCP to identify overall levels of attainment and gaps
- Students to be assessed within Curriculum teams in following categories

Mainstream+ (full curriculum)

Learners with lower level needs or one/two very specific needs.

- Adapted curriculum and AfL sequences based on initial assessments
- Planned quality first teaching and pastoral/PSMSC support with signposting to in-school appointments and “surgeries” and online resources.

Mainstream with targeted intervention (full curriculum with interventions)

Learners with medium level needs/ a number of specific needs.

- As above with access to tutoring and/or mentoring. This can take place face-to-face or online and can be individual or in small groups*
- Some learners may be provided with additional resources to support private study (eg: older learners).
- Where capacity allows, smaller group teaching (temporary or longer term).

Bespoke programmes (curriculum maintained wherever possible)

Learners with significant needs.

- The programme will be designed specifically for the learner and may, as a last resort (and not when the learner is at the early stages of their education) involve reduction of subject portfolio, extra individual tuition/mentoring*.
- Written consent gained from parents and learners (where older) where curriculum entitlement reduced.

Primary Focus	Identified Concern	Action	KPI	Projected Spend	Staff Lead	When will this be reviewed?
Quality First Teaching	Quality First Teaching across all subject areas	Teaching for Excellence Programme. CPD for all staff	<ul style="list-style-type: none"> - Impact of TfE programme seen through QA feedback. Standard of lessons that students are receiving is high and can be reflected through DCPs 	£500	SHD	Ongoing
Targeted Academic Support	Content Gaps emerged within GCSE Subjects.	GCSEPod-2-year licence All staff and students to have access to GCSEPod. GCSEPod covers the majority of subjects and the correct exam boards. Teachers to use GCSEPod to assign videos and tasks to students as homework to enhance their quality first teaching. HOY/tutors to encourage students to use as an independent learning tool.	<ul style="list-style-type: none"> - At least 60% of each year group to be regularly using GCSEPod - Top 10 student users in each year group to be identified and track DCP progress. 	£8,136	SHD/GB	Review each term
Targeted Academic Support	Gaps in Maths and English	Intervention Teachers in Maths and English HLTA support of small groups	<ul style="list-style-type: none"> - Identified students will receive small group support bespoke to their needs. Students will show progression through monitoring of in class assessment and DCPs. 	£6,600 <u>£11,200</u> £17,800	GB	
Targeted Academic Support	Closing the Gaps in KS4 Core Subjects	National Tutoring Programme – Pearson	<ul style="list-style-type: none"> - Selected students will take part in 15 bespoke sessions. - Students will show at least 1 sub level of progress in the DCP after the sessions have taken place. 	£5,500	SHD/GB	
Targeted Academic Support	Gaps within knowledge content in KS4 subjects	MER tutoring	<ul style="list-style-type: none"> - Students are identified by their bespoke need. Of those students taking part in the tutoring at least 90% will show progress in closing the gap between their Current 	£6,500	GB	

			working grade and their expected grade.			
Wider Strategies	Number of pupils in school with emotional and mental health problems	Mental Health Support School Counsellors	<ul style="list-style-type: none"> - Students feel well supported in school which is then reflected in the student survey feedback. - Attendance of students to school is greater than 94% - NEET figure is 0%. 	£3,200	BUR/HD	
Quality First Teaching	Remote teaching and learning	<p>Ensure that all teachers and students have the resources and training needed for remote learning.</p> <ul style="list-style-type: none"> - Webcams - Peardeck - Cover supervisor time to support teacher remote teaching and to enable continuity of high quality learning in the event of staff absence. - Laptop trollies to enable usage of chrome books in school at the end of remote learning. - Revision resources bought and sent to students to support remote learning. - Exam.net to enable the continuity of assessments with students who need to isolate. 	<ul style="list-style-type: none"> - Feedback through the student survey shows majority of students prefer synchronous lessons to asynchronous. - Attendance to synchronous lessons shows that students who borrowed laptops attend at least 80% of lessons. - At end of remote learning period, laptop lending scheme to help students with home learning shows a decline in homework detentions. 	£ 872 £2,280 £5,300 £2,298 £2,000 <u>£ 765</u> £13,515	SHD/GB	
Wider Strategies	Support students in year 10 with the skills they need to prepare for examinations.	External company to lead study sessions for all year 10 students to focus on the skills and techniques they need to prepare for their examinations next year.	<ul style="list-style-type: none"> - Attendance to sessions is greater than 94%. 	2,000	GB	
				£57,151		