

OUR GUIDING VALUE: DISADVANTAGED STUDENTS SHOULD ATTEND, ACHIEVE, ASPIRE IN LINE WITH OTHERS

“Disadvantaged” students defines a group of students who qualify for the Pupil Premium Grant. Ensuring the progress of these students is at the forefront of our planning and delivery of learning activities in the classroom and outside. The progress of all students, from their starting points, is monitored half termly via our Standards Strategy but there will be particular emphasis in departments on the disadvantaged students and particularly those who are more able.

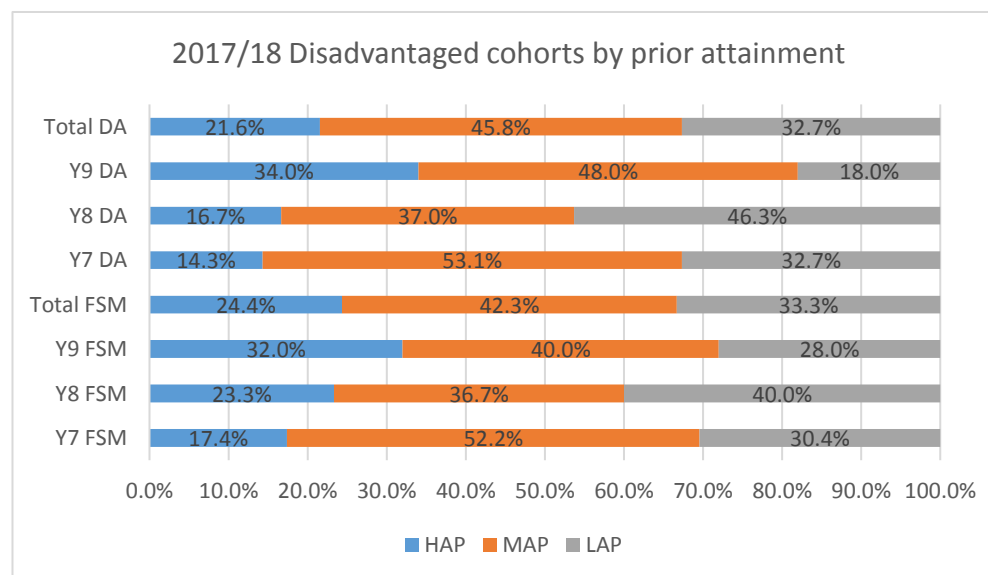
Overarching principles:

- Disadvantaged students need aspiration, achievement and attendance.
- Disadvantaged students are not an homogenous group.
- Being “disadvantaged” does not equate to low ability.
- Some disadvantaged students may need more support than others eg: those currently in receipt of Free School Meals, Looked After Children and those children who were formerly LAC
- Disadvantaged students need to be making better progress than non-disadvantaged students as, typically, starting points for disadvantaged students with similar potential are further behind disadvantaged students.
- The profile and understanding of disadvantaged students must therefore be high for all staff
- What works to raise the aspirations and achievement of disadvantaged students, will raise the aspiration and achievement of all

2017/18	HAP	MAP	LAP	Yr Total
Y7 FSM	4	12	7	23
Y8 FSM	7	11	12	30
Y9 FSM	8	10	7	25
Total FSM	19	33	26	78
Y7 DA	7	26	16	49
Y8 DA	9	20	25	54
Y9 DA	17	24	9	50
Total DA	33	70	50	153

2017/18	Forces	LAC	Former LAC
Y7	0	1	0
Y8	0	0	0
Y9	0	1	1
TOTAL	0	2	1

SEND	Ehcp/s ALL	Ehcp/s DA	SEN support ALL	SEN support DA	specific need ALL	specific need DA
7	1	1	10	1	TBC	TBC
8	2	2	15	9	13	8
9	3	1	5	2	9	2
Total	6	4	20	11	22	10



Summary information					
Academic Year	2017/18	Total PP budget (lagged funding means funding based on previous year numbers = 104 PP students)	£97,240	Date of most recent PP Review	May 2017
Total number of students Y7-9	540	Number (%) of students eligible for PP	158 (29%)	Date for next internal review of this strategy	Jan 2018

Current attainment – Foundation Stage (May 2017)			
	<i>Students eligible for PP</i>	<i>Students not eligible for PP</i>	<i>In School Gap</i>
% Y7 Making at least above ave national progress in English	88	100	-12%
% Y7 Making at least above ave national progress in Mathematics	98	100	-2%
% Y8 Making at least above ave national progress in English	86	89	-3%
% Y8 Making at least above ave national progress in Mathematics	98	100	-2%

Current Identified Barriers to future attainment	
ATTENDANCE	<ul style="list-style-type: none"> - Some lack of support for DA students to get to school leading to persistent absence. - 2% worse overall attendance for PP and 3% worse overall attendance for FSM (cf non-pp and non FSM) - 13% gap between numbers of fsm Persistent absentee (cf non-fsm) and 10% PP (cf non-pp) - 2% more lates for PP and 0.5% more lates for FSM (cf non-pp and non FSM)
ACHIEVEMENT	<ul style="list-style-type: none"> - Research suggests KS2 results for some students are lower for similar ability. Risk of gap with true potential continuing to grow and risk of progression flightpaths and targets under-estimating potential - Poor behavior/Behaviour for learning masks true ability in some cases - DA seen as one group/associated with LAP. - High proportion of Homework related appointments for DA students. - Low parental engagement from some parents - Specific needs identified in research of LAC and formerly LAC students.

ASPIRATION	<ul style="list-style-type: none"> - Low aspiration for some DA students leading them to place a low value on progress and/or settle for weak progress - Role models for some DA students do not support aspirational life goals. - Lack of social and cultural capital for some DA students
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Allocation for 2017/2018 = £146,500 (inc estimated LAC/Formerly LAC/Services premium)

Amount	Purpose	Rationale	Evidence
20000	Personal budgets (£100/150 for FSM)	Each student to have access to their own budget which will be centrally monitored	Spend aids students in access and attendance
5000	Standards Strategy Contribution	Colleagues working on raising standards of all students in the core subjects. DA students are prioritised	DA student progress figures and effectiveness of interventions
7000	Tirabad guarantee	All students re given the opportunity to attend Tirabad Outdoor educational centre once during their time at Maiden Erlegh School in Reading	Positive attitudinal outcomes, improved social relationships, engagement and attendance
3500	Homework club and other after school support	Provision made to part-support the after school home work/one to one TA support for students who have limited space/facilities to work at home	Attendance at HW club of DA students
4000	Literacy development	Contribution to developing literacy within the school, specifically to give access and exposure to DA students to books and other appropriate reading materials.	Identified provision made. DA students who benefit show improved outcomes (eg Eng progress, reading age improvements)
5000	Attendance Officer contribution (to ensure PP high attendance rates)	To Ensure high punctuality ad attendance among Disadvantaged students. Including DA student and parent facing work.	DA Attendance figures are in line, clear evaluated actions in place to address poor attendance/PA among DA students
1000	Senior Student Support worker contribution	Academic intervention work - esp. EAL support (high prevalence among DA students)	Evidence from EAL interventions and one to one work of academic progressions (DCP) of identified DA students
15000	Disadvantaged Student Mentor contribution	One to one and small group ELSA intervention work with DA students.	Attitudinal and behavioural outcomes are positive and show impact of one to one and small group sessions through evaluations and behaviour data
2500	Behaviour and inclusion Mentor contribution	Behaviour intervention work to de-escalate issues and prevent serious sanction.	behavioural outcomes are positive and show impact of one to one and small group sessions through evaluations and behaviour data
10000	AHT contribution (with responsibility for Inclusion and Disadvantaged)	Senior colleague with responsibility for Disadvantaged strategy, provision and support	Positive academic and pastoral, attendance outcomes for DA students and clear actions plans in place to support.
4000	Teacher Premium (academic support)	Teachers can request money to support DA students in their subject	Targeted spend of money to meet specific and clear need to support curriculum/learning access
4000	Pastoral Premium (pastoral support)	Pastoral team (HoY and inclusion team) can request money to support student access, attendance and achievement	Targeted spend of money to meet specific and clear need to widen pastoral needs and attendance
3000	More Able Premium (for HAP pupil premium)	More able contribution to silver/gold aspiration raising programme and additional funding support for teaching staff to support HAP DA students.	DA student participation in aspiration raising programmes. Outcomes of effectiveness seen in progress data
3000	Off-site activity (e.g. Reading FC, JAC stables)	Contribution to Reading FC mentor programme, and provision for students who would benefit from ALP or external support	Specific ALP for DA is evaluated. Behavioural/academic data as appropriate
2000	Parent engagement & Translation services	Production and translation costs of key information and materials (high prevalence of non-English speaking parents among DA)	Translation of comms material leads to greater engagement of parents in Learning gateway use/ parents eve attendance
1300	Students in Schools co-ordinator	1K+OC Honorarium to co-ordinate University students programme with in-class mentoring (DA students prioritised)	Programme integrated, Students are clearly targeted to give in class support to DA students
1300	Young Carers support co-ordinator	1K+OC Honorarium to co-ordinate support of Young Carers (most young carers in school are Disadvantaged)	Young carers support strategy is developed. Identified DA students feel well supported by school (eg YC group in place)
500	LAC/formerly key worker salary contribution	1K+OC salary contrib. Colleague to oversee LAC/former LAC students. Will attend PEP and other meetings and engage with relevant students. Fulfil schools duty in this area in relation to the Children and Social Care Act 2017	Work supporting LAC/FLAC. Monitoring meetings/PEP outcomes.
5140	Contingency/Hardship fund	For needs (including acute needs) arising during the year	
97240			

How we spend our PP funding

Leadership and supporting work within key areas	AHT Inclusion lead, (inc DA students) Inclusion and Attendance team
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, More able support programmes (e.g. Silver and Gold programmes)
Pastoral Interventions	Social Skills group, mentoring, Young Carers support, access to external providers
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?

Intervention	EEF effectiveness Measure	Actions
Feedback	+ 8 month progress	Whole school focus on Dedicated improvement time. Priority seating, Priority marking. Priority questioning.
Peer tutoring	+ 5 months progress	UTC post-16 student mentoring, Students in Schools (Reading University Students in schools programme)
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 and compulsory 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 (5 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 progress?

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. DA Lead (Assistant Headteacher) to inform governors at LAB and Trust level of the effectiveness of the ongoing action plan and outcomes.

Strategic objectives and actions

KPIs:

Gap between DA students and non DA students making above average progress or better across subjects is <5%

Attendance for DA students 93% or better overall, <7% DA students are Persistent Absentees

Objective 1: To Communicate a clear vision which will raise the profile of disadvantaged students and enhance the school's inclusive ethos.		
<p>Ensure that the profile of disadvantaged/ 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>DA review as integral part of Standards strategy meetings</p>	<p>All teaching staff identify DA students and have them in mind when planning, delivering and marking. Staff use priority marking, priority questioning, priority seating</p> <p>Staff briefings/cpd to continue to reference DA students to reinforce key messages about profile and priority, potential barriers to learning and strategies to address these.</p> <p>HAP PP students kept in the spotlight as priority through staff bulletins and briefings. Focus for More Able coordinator.</p> <p>Staff innovation group to develop approaches and keeping profile high</p> <p>Use EEF outcomes to inform strategy to ensure effective targeting of resources.</p> <p>Differences between groups identified during standards meetings. Outcomes cascade at curriculum team level thus keeping profile high.</p>	<p>Review:</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>Improve basic literacy and reading ages for lower ability Students.</p> <p>Improve the progress and attainment of all disadvantaged students in English.</p>	<p>85% of disadvantaged students make at least "above average" expected progress in English.</p> <p>Students in need of support identified as part of Standards Strategy.</p> <p>Reading scheme (before/after school + using UTC mentors in place to support students who need help with reading)</p> <p>Rapid+/Linguascope in place for EAL students.</p>	<p>Review:</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>Improve basic numeracy skills for lower ability students.</p> <p>Improve the progress and attainment of all disadvantaged students in Maths.</p>	<p>85% of disadvantaged students make at least "above average" expected progress in Maths.</p> <p>Students in need of support identified as part of Standards Strategy.</p> <p>Students in Schools volunteers directed to work with DA students/individual and groups</p> <p>DA students falling behind make use of after school support interventions.</p>	<p>Review:</p>
Objective 4: To improve attendance and aspiration for disadvantaged students and reduce the gap between disadvantaged and non- disadvantaged students for Persistent Absence		
<p>Clear advice and transition from foundation to KS4 to raise aspiration, ensure potential matriculation for the 6th form</p> <p>Student facing attendance officer closely monitors attendance and develops range of responses and interventions with absentees and those DA students late. Develop engagement with parents.</p> <p>Feasibility study and business plan developed for breakfast club.</p>	<p>Attendance below expected 95% is identified regularly and contact made with families concerned (Inclusion and Attendance Officer, Pastoral lead, EWS)</p> <p>Attendance officer to specifically review DA attendance and add DA students to 'vulnerable' list (personal phone call home on day one of any absence)</p> <p>Aid attendance and ensure some DA students start the day having had food.</p>	<p>Review:</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>Provide 1:1 mentoring for students related to individual need</p> <p>Mentoring to be tailored towards academic progress,</p> <p>Particular needs of LAC and Formerly-LAC students are provided for.</p>	<p>Foundation students identified as requiring additional support are mentored 1:1 leading to an improvement in effort/attendance/engagement/attainment. Disadvantaged mentor in place to co-ordinate this work in liaison with the Inclusion and pastoral team</p> <p>Senior student support worker focuses on academic progress esp where EAL is a barrier to learning</p> <p>School LAC/Formerly LAC key worker to be school pastoral and academic lead for identified students, will advise other staff on best approaches to working with individual LAC/formerly LAC students.</p>	Review:
Objective 6: To raise achievement for disadvantaged students through a sharp focus on "Quality First Teaching"		
<p>Provide continuous professional development that focusses upon the needs to individual teaching to ensure all make progress.</p> <p>HAP DA students are given sufficient stretch and challenge to enable them to make strong progress</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 equality of opportunity for disadvantaged/bursary 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 students. Training to highlight:</p> <ul style="list-style-type: none"> • That DA students should not be viewed as a homogenous group • That many DA students are likely to have been under-assessed at KS2 and therefore progress expectations should be stronger <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>Tirabad Guarantee – every PP student is entitled to a trip to outdoor education in Wales.</p>	Review:
Objective 7: To plan for successful transitions for disadvantaged students		
<p>Ensure all disadvantaged students have a clear supported plan to make the transition into the next stage of work/education/ Training.</p> <p>Appropriate role models/visitor to the school as part of the PSMSC programme to raise aspiration and horizons.</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>	Review: