

Pupil premium strategy statement – Updated for 2023-24

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Maiden Erlegh School in Reading
Number of pupils in school	2021/22 – 889 2022/23 – 896 2023/24 - 896
Proportion (%) of pupil premium eligible pupils	2021/22 - 29.48% 2022/23 – 29.35% 2023/24 – 28.13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	19 November 2021 Updated 11 October 2022 Updated 19 May 2023
Date on which it will be reviewed	1 July 2024
Statement authorised by	Mr W Graham
Pupil Premium Lead	2021/22 - Miss C Burns 2022/23 – Miss B Davies 2023/24 – Miss B Davies
Governor / Trustee lead	[]

Funding overview

Detail	Amount £
Pupil premium funding allocation this academic year	243,380
Post CLA funding	29,163
Recovery premium funding allocation this academic year	67,206

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	339,749

Part A: Pupil premium strategy plan

Statement of intent

- *Disadvantaged Pupils at Maiden Erlegh School in Reading, will be able to Access, Attend, Aspire and Achieve in line with, if not exceed, non-disadvantaged students.*
- *There will be no barriers for these students, and barriers that may appear will be worked on with students and their families to support their holistic development.*
- *Students will be supported academically to reach their full potential, as well as pastorally, to ensure the care and support is provided to produce well rounded members of our community.*
- *The key principles as detailed above for our Pupil Premium Strategy at MER is 'The 4 A's' – To Attend, To Access, To Aspire and To Achieve.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower levels of attendance, including levels of persistent absence, prevent students from accessing learning.
2	Lack of access to technology and educational materials, particularly during covid related periods of absence, creates gaps in learning compared to their peers.
3	There are gaps in learning and achievement for disadvantaged students.
4	Some students are unable to fully access learning due to behaviour incidences, lack of engagement and/or supporting SEMH issues.
5	The level of safeguarding issues arising in respect of our students has increased significantly since the start of the Covid-19 pandemic.
6	Lack of aspiration arising from low awareness of career and other opportunities.
7	Students often do not have a quiet space at home to work and/or cannot access learning from home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Quality first teaching for all students	<p>Quality first teaching for all students will be shown in the following ways:</p> <ul style="list-style-type: none"> • Book look feedback; • Teaching for Excellence observation feedback forms; • Standards Meetings feedback; • Line manager meeting feedback; • Results of internal assessments; • Attendance at Teaching for Excellence and other CPD events for teaching staff; • Final external results.
Targeted intervention by internal staff and external agencies	<p>Students are correctly identified to take part in interventions using internal data assessments. Where applicable, teachers will communicate with external agencies to ensure that the students' experience has maximum impact. Teachers will be able to use the results of internal assessments to verify whether the targeted interventions have had impact on the students' attainment and progress.</p>
Targeted academic support	<p>Throughout the school there are many ways in which students are supported with their academic studies, including through small group support from subject specialists and our in-house STEPS programme. Students are identified to take part in these programmes using a variety of methods, including:</p> <ul style="list-style-type: none"> • Results of internal assessments, including results for our EAL students; • Round Robin feedback showing higher engagement in lessons and developed understanding; • Attendance at support arranged; • Participation levels in STEP's programme.
Robust induction for new starters to ensure that needs and challenges to achievement are understood and addressed	<p>An induction period for new starters is used to ensure the school get to know the students' needs quickly. For these students we will monitor:</p> <ul style="list-style-type: none"> • Results of internal assessments; • Feedback from HOY's; • Transitional work between settings.

Closing the gap – our recovery strategy is well planned and resources are used effectively to maximise students' achievements. Staff are provided with the training required to deliver our strategy effectively.	<p>A range of strategies are used to support students in closing gaps in their learning. The impact of these strategies will be seen through:</p> <ul style="list-style-type: none"> • Results of internal assessments; • Feedback from standards meetings; • Attendance at staff training.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching for Excellence	<p>Assistant Headteacher for Teaching & Learning, overseeing quality assurance and the CPD programme including, Quality First Teaching supported by evidence informed CPD for teachers. A peer-support model to help embed and sustain teaching strategies.</p> <p>https://www.walkthrus.co.uk/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	3
Provision of HLTA's in English and maths to support small groups	<p>HLTA's in maths and English provide small group support focusing on core skills. In class support with key groups of students maximises impact of Quality First Teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £92,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Software implementation to enable students to develop key skills	Students have access to learning platforms that increase their potential to meet their target grades. Eg Lexia, Rapid Plus, Lucid Lass, Linguascope	1, 2, 3, 4
Provision of supplementary resources to support access and learning, including the STEPs programme.	External support for students from the likes of Cranbury College, ALTPROV and tutor programmes via Tutor Doctor to support our therapeutic approaches to improving behaviour and self-regulation, which close gaps in academic achievement and, as a result, behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 2, 3, 4
Literacy development - Reciprocal reading for all - Use of Lexia for students that need additional help with literacy skills.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment. EAL support to continue, including the use of Linguascope. Access to literature and reading programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Robust induction for new starters	To ensure that all new starters have a smooth transition – that information has been gathered and used to best inform practice and support of new students. This includes Safeguarding, SEN and EAL.	2, 3, 4, 5, 6, 7
Provision of Behaviour Support workers to support students pastorally, allowing education and lessons to continue without disruption.	<p>The continuation of Behaviour Support Workers ensures that we are able to be proactive and reactive for situations that may arise, supporting the young person(s) in question, but also allowing the rest of the class to continue accessing high quality lessons.</p> <p>These are assigned to dedicated key stages per day to ensure consistent support for students</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 4, 5
Assistant Heads of Year roles overseeing careers, student leadership and pupil premium support (achievement and attendance).	Assistant Heads of Year – overseeing careers/destinations programmes in school. Oversee student leadership in school. Roles to act as Pupil Premium champions to support needs of PP students in school.	4, 6
Student Support Worker to support students with mental health needs that may prevent full engagement with education	<p>The purpose of the position is to complement the professional work of teachers by supporting the individual needs of students for whom behaviour, attendance and Social, Emotional & Mental Health issues are barriers to learning. To contribute to the holistic development of students, in accordance with school policy and government initiatives, in the pursuit of high standards of student progress.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-</p>	4, 6

	<p><u>premium/Pupil Premium Guide Apr 2022 1.0.pdf</u></p> <p><u>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered model and menu of approaches 1.0 pdf.pdf?v=1649418813</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £206,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of WPS – Education Welfare Service	<p>Continuation of the school's own EWO. This allows for relationship building and quick action to take place to support our young people and their families in ensuring they can attend school to access learning. From September 2023, we will increase EWO support to help us to further target further absenteeism.</p> <p><u>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</u></p>	1
Attendance officer and pastoral administrator to ensure that all students can attend school and therefore access education.	<p>Both members of staff to liaise with key pastoral staff members to support students and families who struggle to attend school. To remove barriers that may appear as a result of poor attendance. To ensure statutory responsibilities are followed through for persistent absence.</p> <p><u>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</u></p>	1

Refocus Room Supervisor	To support the efficient running of the Refocus Room, a space for students designed to allow reengagement with education and learning following behaviour incidents.	4
DDSL and Family liaison and outreach worker (titled Safeguarding and Outreach worker) to support the most vulnerable students and parents, narrowing gaps and allowing vulnerable students to reach their full potential.	<p>In line with KCSiE, our Deputy DSL and Safeguarding and Outreach workers, works tirelessly to support our most vulnerable students and families, helping to bridge gaps that may appear between school and home. They also signpost and refer to agencies where needed in order to access schooling better, and support the young person in their area of need.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSiE_2021_September_guidance.pdf</p>	1, 2, 3, 4, 5, 6, 7
Inclusion Manager to bring the Inclusion team together, making clearer systems of support and triage for our most vulnerable students.	To support in developing key roles within the Inclusion team so that all members of staff can use their specialist skills to support student development. To operationally and strategically manage support for our young people.	1, 2, 3, 4, 5, 6, 7
Interventions for students who struggle to access mainstream education or those who need support with behaviour, medical or SEMH issues	Identified specific interventions for students to access to support the most vulnerable – for example Just Around the Corner, ALTPROV, Cranbury College. This runs alongside their learning,	1, 3, 4

	<p>ensuring all students have access to their entitlement to learn.</p> <p>https://www.gov.uk/government/publications/alternative-provision</p> <p>Point 280.</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#leadership-and-management</p>	
Counselling and Mentoring interventions for students struggling to access mainstream education or those who need support with behaviour, SEMH needs in order to access school day and reach potential.	<p>Student mentor employed to work with specific students to support those most vulnerable. School counsellor available to support students. External mentoring support also utilised to support students. This would run alongside their learning to ensure they develop the skills and confidence required to allow them to access their educational entitlement.</p>	1, 4, 5, 6
Access to cultural capital	<p>We feel strongly about the development of cultural capital at MER – we want students to experience and have the opportunities to access experiences to develop the holistic child. No barriers will be found when accessing this area – often external funding sources are found to support this, for example the Diamond Fund for Duke of Edinburgh equipment and places.</p> <p>Point 203 – Quality of Education – Cultural Capital</p> <p>https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#quality-of-education</p>	6
Hardship Fund	<p>For students and families who are in a poor financial position. A hardship fund can be access to support with their child's schooling, for example supporting with</p>	1, 2, 3, 4, 5, 6

	revision books, or uniform items, food tech ingredients or a bus pass to get to school. A 'contribution towards' can be requested by parents.	
Work experience	Seed, and support funding for a work experience programme in KS4 in order to broaden horizons and explore aspirations	6
Senior Assistant Headteacher to co-ordinate behaviour and Inclusion across the school.	<p>Provides Strategic leadership of these areas of the school, also able to review and leverage synergies.</p> <p>Line manages key areas of needs – Inclusion and SEN. Meeting regularly to support students appropriately. Regular meetings take place to ensure the direction of travel is tightly followed and that we do our absolute best to ensure we meet the needs of identified students.</p> <p>Transition is central to identifying needs as students join the school and in providing onward information post 16.</p>	1, 3, 4, 6
Assistant Headteacher to co-ordinate behaviour at Foundation Stage (KS3). Also oversees enrichment and Personal Development curriculum.	<p>Provides Strategic leadership of these areas of the school, also able to review and leverage synergies.</p> <p>Oversees trips and enrichment activities – building cultural capital.</p> <p>Line management of Personal Development Curriculum Leader – overseeing the curriculum, ensuring suitability for pupils</p>	4, 6
Assistant Headteacher to co-ordinate alternate provision for all students, particularly those deemed as vulnerable and to oversee the safeguarding and welfare of all pupils. Also oversees transition from Y6	<p>AHT line manages in the key areas of needs – Safeguarding and Child Protection. Regular meetings take place to ensure the direction of travel is tightly followed and that we do our absolute best to ensure we meet the needs of identified students.</p> <p>Transition is central to identifying the needs of students as they join</p>	1, 2, 3, 4, 5, 6, 7

	<p>the school so that support can be implemented.</p> <p>Oversees trips and enrichment activities (EVC), checking trips meet requirements and allows for disadvantaged to access – building cultural capital.</p>	
Deputy Headteacher	To determine our recovery strategy through regular assessment of DCP and other data, to ensure that the needs of students are met.	2, 3, 6, 7
CPOMs	Continuation of using the platform	5
Homework Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	7

Total budgeted cost: £343,349

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Closing Gaps

The Teaching for Excellence programme delivered sessions on 'what does excellence look like' focusing on the importance of routines, questioning, modelling and feedback to support students. Staff attended CPD sessions and identified targets to work on each half term to improve their practice. Results from TfE learning walks showed improvements in all areas.

Closing Gaps in English and Mathematics

Lexia has been an incredibly powerful intervention and has supported a variety of students including PP, SEN and LAP students.

Tutor reading programme implemented to ensure all students have access to reading materials and develop their understanding through having reading modelled to them by the form tutor.

2022 Results

Grade 4+ in English and Maths

Disadvantaged 58%

Non Disadvantaged 77%

Grade 5+ in English and Mathematics

Disadvantaged 42%

Non Disadvantaged 58%

From the value added progress indicators the Best 8 scores were 0.19 for disadvantaged students and 0.55 for non-disadvantaged students.

In Year 7 the progress indicators show only a difference of 0.03 between disadvantaged students and non-disadvantaged students.

Raising the Profile of DA students

Pupil Premium champions employed to support needs of pupils – due to staff leaving this has reduced capacity for this role over the 2022-23 academic year. A review was completed with a relaunch of the Pupil Premium Champion role for 2023-24 to have specific focuses upon attendance and academics to develop this support for the pupils. These roles are to be advertised and filled.

AHT had delivered training around the Pupil Premium Strategy and highlighted need to support students within school

Standards meetings are taking place when scheduled, and PP is a focus area on the standards form, and what CL's are doing to ensure all pupils make progress, but specifically targeted groups.

Teacher premium funding provided for departments to utilise to support the academic progress and engagement of students. Example of the use of this; Maths has utilised this by offering revision materials for KS4, Art has utilised this through the purchase of sketchbooks and equipment required for the subject.

Closing the Attendance Gap

The appointment of a Safeguarding and Outreach Worker has significantly raised the engagement and support we are able to offer our most DA students. Home visits have allowed further work with these families, improving attendance, progress and engagement in school. Not only for the student, but for the families also. This has also increased the capacity of the SG team at MER. More vulnerable and those who need support with attendance are often those who are supported by the pastoral staff at school, and inclusion mentors ensuring students feel safe in school.

Regular panel meetings take place with EWO/ AO and HOYs. EWO is employed by the school for one day a week, and is based on site which has allowed ease of access to students, and communication with families.

Attendance incentives have been tried across all years groups, an example of this is 'late club' in Year 8 which improved punctuality and attendance significantly, meaning more children are learning.

More vulnerable and those who need support with attendance are often those who are supported by the pastoral staff at school, and inclusion mentors ensuring students feel safe in school.

Improving access for DA students

Revision guides have been purchased in many subjects, in addition to class text books so CL's can 'hire' out text books for DA students

PP Champions utilised as link between home and school to support access to funding and resources. PP Champions assess pupils needs in year group on academic level and select key students to intervene with in mentoring capacity. See above for further details around Pupil Premium Champion role.

All students have been offered work experience, and meetings are currently being held with the WEX advisors. Clear CEIAG plan rolled out to all students. Careers meetings held with students via Trust Careers Advisor.

All students guaranteed a place a Reading College following GCSE results.

Alternative Provision continues to be utilised for those students in need for example, Aurora Family, Academy 21, Reading Football Club. We also utilise internal support for pupils through our STEPS programme and inclusion and behaviour support team, providing adaptive support for students that require this.

All pupil premium students were offered a voucher to access a book at the annual Book Fair to build their engagement with reading and literacy.

Wider Strategies

Our safeguarding team work tirelessly to support families through outreach work and support in school for students. This involves emotional support and utilises external resources and referrals such as food vouchers.

Our school counsellor supports those most vulnerable and is onsite weekly. This support students SEMH needs. In addition we have a Student Support Worker specialising in mental health that completes 1-2-1 and small group work supporting students.

Funding has been utilised for the transition programme providing a reading book for all year 6 students due to join in September 2023 to encourage reading prior to joining the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bespoke alternative packages	Alt Prov/Storry Group
Therapeutic alternative provision	Aurora

Hegarty Maths	
Kerboodle	
Sparx Maths	
1:1 Tutoring	Tutor Doctor and Winchmore tutors
Mentoring	RAW Mentoring
Lexia	
RapidPlus	
Lucid Lass	
Online Learning	Academy 21
Alternative education support	Reading Football Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.