



Pupil premium strategy statement - *Interim Review*

January 2022

Maiden Erlegh School in Reading

Progress against intended outcomes

Intended outcome	Success criteria	Mid-year review
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 meetings feedback.• Results of internal assessments.• Attendance at Teaching for Excellence and other CPD events for teaching staff.• Final external results.	<p>ELT Meeting on how to perform an effective book look</p> <p>Two scheduled book look sessions have been carried out in departments. These have highlighted areas of development and sharing good practice – see notes from department minutes.</p> <p>50% of staff have had at least one TfE Walk observation and coaching feedback session (Sep – Dec)</p> <p>The data shows that although a third of lessons showed inclusive and personalised questioning techniques, there is still a need for development around the use of cold calling and strategies to support this, such as think / pair / share. Questioning techniques are the focus for the TfE 3 cycle, so we should see an improvement in this area next reporting session.</p>
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>	<p>Eng: CATs scores used to target interventions for reading in years 7 & 8 (HLTA small groups/ reading hive). NGRT tests will also be used to cross check we have the right students doing this.</p>

<p>Targeted academic support</p>	<p>Throughout the school there are many ways in which students are supported with their academic studies, such as access to the AQA unit awards, small group support from subject specialists and our in-house Steps programme. Where students are identified as taking part in these programmes the following analysis will take place:</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. • Feedback from AHOY's re resources and other requirements for students to access learning. 	<p>Eng; Intervention groups for reading taking place in years 7 & 8 with weaker readers identified by CATS tests. See above</p> <p>Years 9-11 interventions taking place with Eng tutor (catch up). Year 11 doing spoken lang presentations with the tutor to support those who feel less secure with this exam requirement.</p> <p>ASDAN students are doing ELC Eng to support them with their GCSE Eng Lang GCSE.</p> <p>School robins is used frequently for feedback m targeted students to inform next steps.</p> <p>On 1 March, the next STEPS programme is due to commence (Intake 3). This is still a developing model, but it proving to be useful and successful for students at wave 2 level who are struggling to regulate behaviour.</p> <p>AHOYS work closely with other key pastoral members, and class teachers to ensure student receive resources and support with their studies and circumstances, to ensure they have equal access, in order to be able, achieve and build aspiration for the future.</p>
<p>Robust induction for new starters to ensure that needs and challenges to achievement are understood and addressed</p>	<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 AHOY's in their Pupil Premium champion role. • Transitional work between settings. 	<p>EAL students are tested for fluency in Eng and then allocated support according to their needs.</p> <p>Appropriate information is shared to staff during briefings (particularly pastoral briefing, which staff find very helpful). School robins function also allows for quick and easy sharing, as does Classcharts quick link 'info' tab.</p>
<p>Closing the gap – our recovery</p>	<p>A range of strategies are used to support students in closing gaps in</p>	<p>HLTAs are undertaking reading interventions with students identified</p>

<p>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>	<p>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 	<p>with weak verbal CATs scores – pulled from Eng lesson for 20 mins for intensive reading focus.</p> <p>Eng tutor is working with students identified as well below on flight paths- ys9-10 – to enhance exam skills which complement the current classwork topics.</p>
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