



SUMMARY INFORMATION			
Name of School	Maiden Erlegh 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		
Date of next Review/update:	Dec 2020		

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.

IDENTIFIED CONCERN	Action	KPI	Projected Spend	Staff lead	When will this be reviewed?
Quality First Teaching to aid retrieval of information	<ol style="list-style-type: none"> 1. Teaching for Excellence programme CPD for all staff. 2. Use of PLCs to inform planning of recall activities. 3. Remote learning plan- All teachers have the skills to teach remotely if required 4. GCSEpod licence to support both in class teaching and assessment and remote learning. 	<ol style="list-style-type: none"> 1. Impact of TFE programme seen through QA feedback. Standard of lessons that students are receiving is high and can be reflected through DCPs. 2. Do now activities reflect the need shown in PLCs. SOL updated in review of the PLCs 3. GCSEpod analysis shows high level of interaction. 	<ul style="list-style-type: none"> • TFE programme £1000 • Webcams £872.08 • Cover supervisors time to aid remote teaching by staff £5300 • GCSEpod licence £3901.37 	GB/SHD	<ul style="list-style-type: none"> • Use GSCEPod to be reviewed at Monthly and top users celebrated • COVID catch up plan discussed at line management meetings • Teaching for Excellence programme reviewed by SHD • Remote learning plans to be reviewed as need grows.
Targeted Academic Support	<ol style="list-style-type: none"> 1. Recruitment of English and Maths teachers to staff 1-2-1 support or small group support starting Nov 2020. 2. HLTAs in both Maths and English to support in lessons and with small group work 3. Tutoring by teaching staff to be offered for afterschool sessions or breakfast clubs. 4. Government Tutoring System- Use DCP1 to inform which pupils to sign up. 	<ol style="list-style-type: none"> 1. Intervention teacher to work with small groups of students as identified by class teacher. 2. Use of DCP data and standards meetings to highlight students who have fallen behind. 3. Students selected for first wave of afterschool small group tutoring starting Nov 2020. 4. Groups to be reviewed for a January start. 5. Use of Pearson Tutoring programme for Maths, English and Science. 	<ul style="list-style-type: none"> • English and Maths intervention teachers £7776 • HLTA time for intervention £7500 • In school tutoring after school approx. £10,000 per wave. • Pearson Tutoring Programme £5500 • Resources for catch up sessions £2000 	GB	<ol style="list-style-type: none"> 1. Those requiring intervention reviewed monthly 2. Effectiveness of small group work reviewed through low stakes assessment

Wider Strategies	<ol style="list-style-type: none"> 1. Laptop lending scheme 2. Parental engagement to support learners 3. Student motivation- Rewards eg postcards, Pizza Party 4. Wellbeing section of classcharts 5. Creation of lending libraries in dept 6. Support of student's mental wellbeing with use of school counsellor 7. Support for student destinations 	<ol style="list-style-type: none"> 1. All students are able to access remote learning. 2. Parents are aware of where students require support and when they have made positive contributions. Class charts data to be used. 3. Students are motivated in their success 4. Monitor the wellbeing of students 5. Pupils have access to a wide variety of resources to support their learning. 	<ol style="list-style-type: none"> 1. Laptops from government scheme- no charge 2. Classcharts wellbeing App £670 3. Books for dept libraries £2500 4. Revision guides for students £1500 5. School counsellor £3200 6. Work experience £1000 	BUR/GB	<ul style="list-style-type: none"> • Ongoing monitoring of those that have access • Use of classcharts to monitor positive behaviours.