



SUMMARY INFORMATION				
Name of School	Maiden Erlegh School in Reading		Total students on roll	890
Students eligible for PP	Number: 228	?: 25.6	Number eligible for PP Plus (PLAC)	4
School PP Lead	Ceri Burns	LAB PP Lead	Annie Reeve	
		Total projected spend	£195,966	

COHORT INFORMATION AT JULY 2020									
PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	23	40%	27	48%	7	12%	77.0%	10	5%
8	20	35%	29	51%	9	15%	76.7%	10	5%
9	15	29%	28	55%	8	16%	78.4%	1	0.5%
10	19	40%	15	31%	14	29%	73.6%	13	7.3%
11	10	22%	12	27%	23	51%	74.0%	9	5.1%

Non-PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	22	18%	71	58%	30	24%	79.7%	9	5%
8	32	26%	61	50%	31	25%	79.2%	9	5%
9	35	28%	56	44%	34	27%	78.8%	13	7.3%
10	46	35%	53	41%	31	24%	79.3%	11	6.2%
11	12	9%	58	44%	62	47%	78.5%	12	6.8%

TABULATED INFORMATION HERE ABOUT (AND SHOWING GAPS IN) ACADEMIC PROGRESS AND ATTAINMENT OF YEAR GROUPS AS THEY STAND AT START OF NEW ACADEMIC YEAR

BARRIERS TO PROGRESS AND ATTAINMENT	
A	Accessing the required resources and experiences needed for holistic development and subject specific progress
B	Attending school on time, and regularly, above 95%.
C	Low Aspirations, meaning motivation and knowledge about opportunities available to them is limited or not engaged with
D	Pastoral Factors at home, or in school preventing engagement and progress to take place
etc	

DISADVANTAGED PERFORMANCE	RESULTS 2020
Progress 8	TBC
Attainment 8	
% Grade 5+ in English and maths	
Ebacc entry	

OUR GUIDING VALUE:

DISADVANTAGED STUDENTS SHOULD *ACCESS. ATTEND. ASPIRE* and *ACHIEVE*. IN LINE WITH OTHERS

STRATEGY AIMS FOR DISADVANTAGED PUPILS - ACADEMIC PROGRESS AND ATTAINMENT	
Aims	Target date
To close gaps between PP students and non-PP students, ensure achievement is equal to, or above non-PP students.	July 2021
To provide students with resources and experiences in order to promote academic achievement	July 2021

STRATEGY AIMS FOR DISADVANTAGED PUPILS - WIDER OUTCOMES (e.g. participation, cultural capital, behaviour)	
Aims	Target date
To provide Alternative Learning Provision for those who are finding the academic demands of the mainstream curriculum too challenging	July 2021
To provide opportunities for all students to develop cultural capital, accessing trips and experiences	July 2021
To provide therapeutic intervention and support for those who need it	July 2021
To provide behaviour intervention and support for those who need it	July 2021

STAFFING COSTS		
Role	Rationale	Projected Spend
Pastorally Vulnerable Champion	Supporting the most vulnerable pupils and those who are deemed at most at risk. Offering mentoring sessions, and signposting for further support.	1,961
Breakfast Club	Allowing those that need early access to school to provide a meaningful and safe start to the day, with breakfast, interaction and activities such as reading books and games on offer.	2,192
Homework Club	Providing support for those that need additional support or have no access to facilities to produce or print homework.	2,280

Inclusion support	Providing support and intervention for students in times of crisis. Offering a safe space to ensure education can continue alongside pastoral support.	4,757
Behaviour Support Worker	To continue promoting therapeutic approaches to escalation and restorative practice. Interventions implemented to support students pastorally, allowing education and lessons to continue without disruption.	6,745
PP Champion	Driving academic progress for PP students. Ensuring the 4 A's are covered. Having regular check ins, and triangulated support across subjects.	6,794
Behaviour Support Worker	To continue promoting therapeutic approaches to escalation and restorative practice. Interventions implemented to support students pastorally, allowing education and lessons to continue without disruption.	6,745
HLTA English	To support learning and development in English ensuring skills can be transferred and utilised in other subjects.	8,535
Behaviour Support Worker	To continue promoting therapeutic approaches to escalation and restorative practice. Interventions implemented to support students pastorally, allowing education and lessons to continue without disruption.	6,745
AHT	AHT to coordinate Behaviour, Careers and Transition across the school.	15,662
HLTA English	To support learning and development in English ensuring skills can be transferred and utilised in other subjects.	8,535
HLTA Maths	To support learning and development in Maths ensuring skills can be transferred and utilised in other subjects.	8,535
Inclusion Manager	To bring the Inclusion team together, making clearer systems of support and triage for our most vulnerable students.	10,182
Access and Achievement Mentor	To support all DA students academically, in addition to support for wellbeing. Allowing students to access, aspire and achieve in school	12,482
Family Liaison and outreach worker	To support the most vulnerable students and parents, bringing gaps allowing vulnerable students to reach their full potential in education	13,686
ELSA	ELSA sessions to continue for our most vulnerable, supporting welfare, mental health and wellbeing, ultimately allowing access to education as a result.	14,658
Attendance Officer	High proportion of time spent on DA students ensuring they can attend school, and therefore access education	7,297

SAHT	SAHT to coordinate Inclusion and provision for all students, particularly those deemed as most vulnerable.	16,100
GRAND TOTAL		£153,891

TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
1. Quality First Teaching – Staff Training where needed for improved and sustain subject delivery		Contribution to staff training Staff are able to demonstrate impact of this training in the teaching of their subject. Implementation of Teaching for Excellence programme	£1,000 QFT	July 2021	EN/ SHD	
2. Targeted intervention by external agencies		To close gaps in attainment and progress – to see acceleration of progress to pupils who fall below their expected target grade	£1,000 QFT	July 2021	BUR CL	
GRAND TOTAL			£2,000			

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
1. Software implementation to enable PP students to develop in key skills <i>Lexia (£4429, 3 yr subs), Rapid Plus, Reading Plus (£4500, 3 yr subs), Lucid Lass, Hegarty Maths (partial contribution)</i>		Improvement in DCP Data Round Robin feedback showing higher engagement in lessons and developed understanding	Lexia £1,498 Rapid Plus £490 Reading Plus £1,500 Lucid Lass £200 Hegarty Maths (£360) TOTAL - £4,048 <i>Interventions</i>	July 2021	CA/ BUR	
2. Access to supplementary resources to support access and learning		Students can engage and learn more around a subject or topic allowing another way of learning, and accessing the work Attainment and progress to be seen in DCP data	£1,500 <i>Pers. budgets</i>		CL's	
3. Access to resources and equipment to support learning and access		Engagement and the ability to partake in activity. DCP data. Feedback from staff	£1,500 <i>Teacher Premium</i>		BUR	
4. Literacy Development		Increased access to literature	£1,200 <i>Interventions</i>		EN	
GRAND TOTAL			£8,248			

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
1. WPS – Education Welfare Service employed – 1 day a week.		Improved attendance and punctuality of PP students, in line with non-PP students To close gaps in punctuality and attendance in key sub groups, SEN, PP, FSM, Vulnerable Increased engagement with parents Awareness of underlying issues, signposting parents for support	£10,400 (3yr strategy) <i>External</i>	Nov 2020	BUR <i>Attendance Officer</i>	
2. Implementation of Classcharts Attendance Module and Provision Maps		Clear monitoring and sharing interventions i.e. IBP/ PSP/ CSP's For staff to be able to complete these with ease, with quick and clear access To have a central platform for teachers – attendance to be recorded via Classcharts Quick, clear and robust reporting allowing analysis and intervention as a result For clear and accurate records to be kept	£2,677 <i>Other</i>	Nov 2020	BUR/ CA/ HD	
3. Interventions implemented for students who struggle to access mainstream education or those who needs support with Behaviour, Medical or SEMH issues.		Improvement in attendance, both school and individual lessons Improvement in engagement in lessons – BfL codes in DCP data Reduction in individual behaviour incidents Continuation of education for those most at risk or unable to attend school	£5,500 <i>Interventions</i>	July 2021	BUR	
4. External Support		Contribution to awareness raising via from external organisations	£2,000 <i>External</i>	July 2021	BUR/ HOY	

		Impact Log in sims for intervention based sessions				
5. Access to Cultural Capital		Encourage and allow students access to trips and experiences	£4.000 <i>Trips and Enrichment</i>	July 2021	HD/ HOY/ CL	
6. Hardship Fund		Allow students to access school and necessary items to support the 4 A's. Attendance Record Wellbeing Log DCP data	£6.000 <i>Per Allowance</i>	July 2021	BUR <i>PP Champion/ HOY/ Access and Achievement Mentor</i>	
7. Continuation of CPOMS Subscription		To monitor safeguarding and child protection concerns centrally, allowing clear auditing and correspondence logging.	£1,250 <i>Other</i>	July 2021	BUR	
GRAND TOTAL			£31,827			

TEACHING PRIORITIES FOR THE NEXT THREE/FIVE YEARS

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Quality First Teaching – Staff Training where needed for improved and sustain subject delivery		Contribution to staff training Staff are able to demonstrate impact of this training in the teaching of their subject. Implementation of Teaching for Excellence programme	£3,000	July 2023	EN/ SHD	

Targeted intervention by external agencies		To close gaps in attainment and progress – to see acceleration of progress to pupils who fall below their expected target grade	£3,000	July 2023	SHD	

TARGETED ACADEMIC SUPPORT FOR THE NEXT THREE/FIVE YEARS

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Software implementation to enable PP students to develop in key skills <i>Lexia (£4429, 3 yr subs), Rapid Plus, Reading Plus (£4500, 3 yr subs), Lucid Lass, Hegarty Maths (partial contribution)</i>		Improvement in DCP Data Round Robin feedback showing higher engagement in lessons and developed understanding	£12,144 <i>Interventions</i>	July 2023	CA/ BUR	
Access to supplementary resources to support access and learning		Students can engage and learn more around a subject or topic allowing another way of learning, and accessing the work Attainment and progress to be seen in DCP data	£4,500 <i>Pers. budgets</i>	July 2023	BUR CL	
Access to resources and equipment to support learning and access		Engagement and the ability to partake in activity. DCP data. Feedback from staff	£4,500 <i>Teacher Premium</i>	July 2023	BUR	
Literacy Development		Increased access to literature	£3,600 <i>Interventions</i>	July 2023	EN	

WIDER STRATEGIES FOR THE NEXT THREE/FIVE YEARS

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
WPS – Education Welfare Service employed – 1 day a week.		Improved attendance and punctuality of PP students, in line with non-PP students To close gaps in punctuality and attendance in key sub groups, SEN, PP, FSM, Vulnerable Increased engagement with parents Awareness of underlying issues, signposting parents for support	£31,200 (3yr strategy) <i>External</i>	Nov 2020	BUR <i>Attendance Officer</i>	
Implementation of Classcharts Attendance Module and Provision Maps		Clear monitoring and sharing interventions i.e. IBP/ PSP/ CSP's For staff to be able to complete these with ease, with quick and clear access To have a central platform for teachers – attendance to be recorded via Classcharts Quick, clear and robust reporting allowing analysis and intervention as a result For clear and accurate records to be kept	£8,031 <i>Other</i>	Nov 2020	BUR/ CA/ HD	
Interventions implemented for students who struggle to access mainstream education or those who needs support with Behaviour, Medical or SEMH issues.		Improvement in attendance, both school and individual lessons Improvement in engagement in lessons – BfL codes in DCP data Reduction in individual behaviour incidents Continuation of education for those most at risk or unable to attend school	£16,500 <i>Interventions</i>	July 2021	BUR	
External Support		Contribution to awareness raising via from external organisations	£6,000 <i>External</i>	July 2021	BUR/ HOY	

		Impact Log in sims for intervention based sessions				
Access to Cultural Capital		Encourage and allow students access to trips and experiences	£12,000 <i>Trips and Enrichment</i>	July 2021	HD/ HOY/ CL	
Hardship Fund		Allow students to access school and necessary items to support the 4 A's. Attendance Record Wellbeing Log DCP data	£18,000 <i>Per Allowance</i>	July 2021	BUR <i>PP Champion/ HOY/ Access and Achievement Mentor</i>	
Continuation of CPOMS Subscription		To monitor safeguarding and child protection concerns centrally, allowing clear auditing and correspondence logging.	£3,750 <i>Other</i>	July 2021	BUR	

PP PLUS – ADDITIONAL SUPPORT FOR POST LOOKED AFTER STUDENTS

Action	KPIs	Projected Spend	Date	Staff lead	Interim Review
In House PEP System implemented – PEP Style Booklets	Engagement in school Behaviour Log House Points and Rewards Log	£200	July 2021	BUR, JF	
Access to resources, equipment and trips	Improvement in engagement Consistent and sustained attendance and punctuality	£2,000	July 2021	BUR/ JF	
Access to academic tutoring/ 1:1/ Mentoring session as needed	Improved progress and attainment Engagement in school and lessons Staff Feedback	£1,500	July 2021	BUR	

SEMH/ Behaviour support, or Alternative Curriculum offer where needed and necessary	Improvement in behaviour or mental health Engagement in school Attendance	£3,000	July 2021	BUR	
CLA Champion	Support, mentoring and coordination of in-house PEPs for PLAC students	£1,961	July 2021	BUR	

**Please note some of this funding also contributes to staffing – ELSA/ DA support role (£1400 per head allocated to PLAC children)*

	Challenge(s)	Mitigating action
Teaching	Consistency of teaching	Training scheduled– Teaching for Excellence Programme rolled out Set 2020 - enough time for CPD and training courses where needed
Targeted support	Ensure DA pupils have access to support in core subjects	Offer intervention in subjects to bridge learning gaps.
Wider strategies	To develop further cultural capital To improve parent engagement	Offer more opportunities within subject areas for learning and progress Further opportunities for parents to engage; focus groups/ opportunities to contribute and come in to school for positive reasons.