Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	889
Proportion (%) of pupil premium eligible pupils	262 – 29.48%
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
Date on which it will be reviewed	1 July 2022
Statement authorised by	Mr A Johnson
Pupil Premium Lead	Miss C Burns
Governor / Trustee lead	Miss A Reeve

Funding overview

Detail	Amount £
Pupil premium funding allocation this academic year	209,204
Recovery premium funding allocation this academic year	36,033
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	**245,237**

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	Quality first teaching for all students will be shown in the following ways: • 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.
Targeted intervention by internal staff and external agencies	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.
Targeted academic support	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: • 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.
Robust induction for new starters to ensure that needs and challenges to	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:

achievement are understood and addressed	• Results of internal assessments; • Feedback from AHOY's in their Pupil Premium champion role; • 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.	A range of strategies are used to support students in closing gaps in their learning. The impact of these strategies will be seen through: • Results of internal assessments; • Feedback from standards meetings; • Attendance at staff training.

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: £37,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://www.gl-assessment.co.uk/assessments/cat4/	3
Teaching for Excellence	Quality First Teaching supported by evidence informed CPD for teachers. A peer-support model to help embed and sustain teaching strategies. https://www.walkthrus.co.uk/ https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of HLTA's in English and maths to support small groups	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2, 3

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

Budgeted cost: £84,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide a blend of tuition and school led tutoring for those pupils who have been most impacted by the pandemic. While selecting students for these programmes, those pupils who are disadvantaged will be selected first regardless of their ability level. Our recovery premium will be used to cover costs of school-led tutoring initiatives not fully covered by that funding stream.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3
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, Reading Plus, Lucid Lass, Hegarty Maths, GCSEPod, google classroom.	1, 2, 3, 4

Provision of supplementary resources to support access and learning, including the STEPs programme. Our recovery premium will be used to cover costs of school-led tutoring initiatives not fully covered by that funding stream.	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 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. Access to literature and reading programmes. Book Fair attendance and literature access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3
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	The continuation of Behaviour Support Workers ensures that we are able to be proactive and reactive for situations that may arise, supporting the young	3, 4, 5

lessons to continue without disruption.	person(s) in question, but also allowing the rest of the class to continue accessing high quality lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Assistant Heads of Year to drive academic progress for students, to provide regular check-ins and triangulate support across subjects.	Assistant Heads of Year have now been appointed – responsible for supporting a year group with a particular focus on disadvantaged students. Regular Line Management with HOY's ensures the year groups needs are being met, including the specific group of disadvantaged pupils.	4
Access and Achievement Mentor to support all disadvantaged students academically, allowing these students to access, aspire and achieve in school.	Access and Achievement mentor continues to be in place for our most vulnerable. AQA units are also used within the inclusion unit to ensure that work when out of mainstream lesson is productive and meaningful, with work being certified by AQA – this has significantly supported our provision for our most vulnerable students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	4, 6
Literacy development, to provide access to literature and reading programmes and to support our EAL students.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment. https://sites.google.com/maidenerleghschools.co.uk/the-eal-help-center/home 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, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £122,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of WPS – Education Welfare Service	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. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1
Attendance officer to ensure that all students can attend school and therefore access education.	Attendance officer who liaises 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. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1
ELSA sessions to support students with welfare, mental health and wellbeing.	ELSA sessions are to support students who have met hurdles along the way either due to school, welfare, SEMH or other issues (such as home life). In addition to	4

	ELSA session there is a robust 'Inclusion Offer' to support students in a variety of areas. Most of these are 6 weeks programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf	
Family liaison and outreach worker to support the most vulnerable students and parents, narrowing gaps and allowing vulnerable students to reach their full potential.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf	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
Continuation of ClassCharts, including Attendance, Wellbeing and Provision Map	To continue using the TES endorsed platform ClassCharts and Provision Map to best track students and support, as well as allowing an easy user interface for staff for reporting and logging concerns and attendance. https://www.tes.com/for-schools/class-charts https://www.tes.com/for-schools/provision-map	1, 4, 5
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, ensuring all students have access to their entitlement to learn. https://www.gov.uk/government/publications/alternative-provision Point 280. https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#leadership-and-management	1, 3, 4
Access to cultural capital	We feel strongly about the development of cultural capital at MER – we want students to experience and have the	6

	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. Point 203 – Quality of Education – Cultural Capital https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#quality-of-education	
Hardship Fund	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 revision books, or uniform items, food tech ingredients or a bus pass to get to school. A 'contribution towards' can be requested by parents.	1, 2, 3, 4, 5, 6
Work experience	Seed, and support funding for a work experience programme in KS4 in order to broaden horizons and explore aspirations	6
Assistant Headteacher to co-ordinate behaviour, careers and transition across the school.	Provides Strategic leadership of these areas of the school, also able to review and leverage and synergies. To ensure all Gatsby benchmarks are fully met and to engage with Trust destination and careers strategy Transition is central to identifying needs as students join the school and in providing onward information post 16.	4, 6
Senior Assistant Headteacher to co-ordinate Inclusion and provision for all students, particularly those deemed as vulnerable.	SAHT line manages in the key areas of needs – SEN, Safeguarding and Child Protection and Inclusion. Regular meetings take place to ensure the direction of travel is tightly followed and that we do our absolute best to ensure	1, 2, 3, 4, 5, 6, 7

	we meet the needs of identified needs.	
CPOMs	Continuation of using the platfoorm	5
Homework Club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	7

Total budgeted cost: £245,237

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 2020 to 2021 academic year.

Closing Gaps

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.

In Years 7&8 there is on average a minimal Pupil Premium gap. Pupil Premium students are doing equally as well as non-PP students. However, there are some individual subjects where there is a small gap beginning to develop. This is being addressed by the Curriculum Leaders in those subjects.

PP now added as a standing item on all meetings with Line Managers. Dept meetings also have standing agenda items for this.

After school support interventions in place for all students, specifically considering DA students within subjects. This is highlighted through DCP analysis and standards meetings with Curriculum Leaders.

Closing Gaps in English and Mathematics

Morning maths is taking place in Maths, and is targeted to help raise attainment levels and progress.

After school support interventions in place for all students, specifically considering DA students within subjects. This is highlighted through DCP analysis and standards meetings with Curriculum Leaders.

Reading Hive is taking place, and continues to be successfull.18 Y7 students with standardised reading scores of 89 or below are involved.

Lexia has been an incredibly powerful intervention and has supported a variety of students including PP, SEN and LAP students. Lexia has been purchased again for the next three years.

Schools Direct students and UOP students are placed with PP students, and often carry out 1:1 work with students.

Year 7 all have a 'rise and read' morning, where they have set texts to read through as a class via staff, students reading, or audio books

Think Talk training has taken place with staff, and encourages specific subject talk, and 'talking' in general to improve literacy. Excellent training for staff, and this has proven to be successful in feedback and via learning PLGs.

EAL work has significant improved – EAL policy has been developed by JBA and CA – this is a much better transition model for new students/ EAL students.

2021 Results

Grade 4+ in English and Maths

Disadvantaged 60%

Non Disadvantaged 75%

Grade 5+ in English and Mathematics

Disadvantaged 46%

Non Disadvantaged 60%

From the value added progress indicators the Best 8 scores were 0.45 for disadvantaged students and 0.96 for non-disadvantaged students.

In Year 7 the progress indictors show only a difference of 0.02 between disadvantaged students and non-disadvantaged students.

Raising the Profile of DA students

ClassCharts is now the main platform, which has replaced the trial of Mintclass. Very effective in showing teachers PP (and other needs) as well as seating them as you wish i.e. PP next to non PP. PP at the front etc.

Session from Gifted and Talented Co Ord, on MA at a whole staff meeting.

SAHT has reiterated Pupil Premium students through whole staff training and CPD.

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

PP discussed with LAB champion in regular meetings.

PP now added as a standing item on all meetings with Line Managers. Dept meetings also have standing agenda items for this.

Reminders given in staff bulletin of priority seating, priority questioning and priority marking.

PP Champions for each year group employed (honorarium) in July to commence in September.

Pastoral staff briefings now implemented every Monday – specific focus on DA pupils/ students of concern- feedback from staff this has been very helpful

Trainee students and Reading University students directed to work with those who need support the most – to be guided by the teacher.

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 (16 home visits have been conducted from Sept 2019 – Dec 2019.)

Regular panel meetings take place with EWO/ AO and HOs.

Further work needs to take place with Access and Achievement Mentor now capacity in this department has developed.

Some clarity on attendance process moving forwards to ensure not 'gaps' are missed – tightening of process and running this through ClassCharts

Incentives are in place and led by HOYs. i.e. pizza party, film to review attendance letter for congratulating – all above 95% every term, and in addition regular communication for attendance less than 95%.

Attendance is flagged weekly by AO, and PA students are highlighted in staff bulletin for staff to encourage and praise.

New Attendance Officer employed in August 2020. To roll to new Classcharts system in September.

Improving access for DA students

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 Adviza.

Year 8 students all receive a 1:1 Meeting with SLT to discuss options and their plans.

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

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

Exam packs have been created (over 50 sets) to ensure every student has exam equipment, so this is not a further barrier on the day

AP is looked into where necessary to ensure students need are met – for example College courses via Activate Learning for the learners who struggle to access mainstream the most – ensuring they still have access to learning and can gain a vocational qualification.

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
Pearson Tutoring	
GCSE Pod	
Hegarty Maths	
Kerboodle	
MyMaths	
1:1 Tutoring	Tutor Doctor
AQA Unlocking Potential Programme	AQA
Academic Tutoring	Cranbury College
Lexia	
RapidPlus	
Lucid Lass	
Activate Learning	360 Provision Programme
Carpentry Skills	YMCA
Music Production	ReadiPOP

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