



SUMMARY INFORMATION

Name of School	Maiden Erlegh Chiltern Edge		Total students on roll	347
Students eligible for PP	Number: 71	%: 20.5%	Number eligible for PP Plus (PLAC)	0
School PP Lead	Nicola Benham		LAB PP Lead	
		Total projected spend	£61,025	

COHORT INFORMATION AT <<JULY 2020>>

PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	10	47	8	37	3	16	93.04	3	13.6
8	9	60	6	40	0	0	94.98	2	13.3
9	5	36	9	57	4	29	93.51	4	28.5
10	5	40	7	50	1	10	93.13	4	30.7
11	4	22	12	67	2	11	86.32	3	27.7

Non-PP Students	LAP		MAP		HAP		Attendance	Persistent Absentees	
	Number	%	Number	%	Number	%	%	Number	%
7	14	29	27	56	8	16	93.94	8	9.8
8	20	28	39	58	10	14	95.02	5	8.1
9	23	34	40	59	5	8	95.98	8	10
10	7	19	20	56	9	26	95.20	10	13.3
11	9	16	34	59	15	26	93.33	6	8

BARRIERS TO PROGRESS AND ATTAINMENT	
A	Many PP students arrive with pre-existing gaps in attainment and this continues throughout their school career.
B	Attendance: PP attendance lower than non-PP. A difference across year groups between PP and non-PP persistent absenteeism
C	Curriculum participation/access: For some PP students lack of resources mean that some students might be unable to afford uniform, equipment to enable them to feel part of the school. Some students are not able to access extra-curricular and enrichment activities where a parental financial contribution usually supports these activities.
D	Low careers aspirations for many PP students: For many PP students they have not had their aspirations nurtured concerning post-16 careers and further/higher education opportunities.
E	Wider, contextual vulnerability: A number of PP students have complex and challenging home lives including those deemed high risk (e.g. to CSE or Gangs, those subject to local authority plans and Looked after children)
F	Lack of cultural capital for many PP students means that some students find aspects of the taught curriculum harder to access, not having had the fullness of life experience that non-disadvantaged students may have had.
G	Disadvantaged home learning conditions mean that not all out-of-class work can be/is completed. Parental engagement with school is lower than non PP students so parents are not getting the required information to support their child.
H	Staff expectations – PP students are not a homogenous group and require personalised provision.

DISADVANTAGED PERFORMANCE	RESULTS 2020	TARGET FOR 2021
Progress 8		
Attainment 8		
% Grade 5+ in English and maths		
Ebacc entry		
Other		

TEACHING PRIORITIES FOR THE CURRENT ACADEMIC YEAR

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Identification and promotion of DA groups through PP profiles, publication of student lists in bulletin and student snapshots in briefing.	A	-All teaching staff can identify PP students and how they positively plan and mark with them in mind. - Learning walks, book scrutiny, DCP data	£0	From September 2020	JW / NXB from Jan 2021	Partially achieved. Some profiles have been made but not shared with staff. This will happen on 28.01 in T&L briefing. PP Champion role will be removed from January 2020 and NXB will take over these responsibilities. PP Briefing with staff took place on 22.10 with information on where to find PP information for each class.
Staff CPD to raise awareness of the importance of marking and feedback (DIRT) – most cost effective way of improving outcomes.	A,H	T&L briefings, learning walks, book scrutiny Fortnightly pastoral and teaching and learning briefings used to upskill staff.	£0	From September 2020	JXG/NXB	T&L briefing took place on 22.10. Another planned for 28.01.
HoDs and HoYs use data to track PP	A, H	DCP data, Raising Standards meetings	£0	From September 2020	JW	PP DCP analysis was not completed by PP Champion. PP Champion role will be removed from January 2020 and NXB will take over these responsibilities. This will happen after DCP 2.

attainment after each DCP and intervene accordingly. PP attainment analysis overseen by PP Champion.																																													
Widen curriculum offer to include purple pathway for LAP students (priority PP).	A	DCP data, QA of purple pathway lessons.	£0	From Sept 2020	NXB	Purple Pathway implemented from September 2020 in 7, 9 and 10. Year 7 = 88% PP Year 9 = 50% PP Year 10 = 50% PP October DCP data implies good progress made for Year 9 cohort. Anecdotally very positive engagement evidenced through QA process.																																							
CPD for Quality First Teaching – chunking, over-learning, retention. What all students benefit from also benefits PP students.	A	Evidence of Quality First Teaching in the classroom, positively discriminating in support of Pupil Premium students. Fortnightly pastoral and teaching and learning briefings used to upskill staff.	£0	From Sept 2020	JXG/NXB	Fortnightly T&L briefings taking place with an emphasis on Rosenshine’s principles. Evidence of recall and other principles during school review and dept QA. <div>Thursday CPD Briefing Calendar</div> <table><thead><tr><th>Date</th><th>Topic</th><th>Led by</th></tr></thead><tbody><tr><td>10th September</td><td>Pastoral systems/structures and interventions</td><td>NB</td></tr><tr><td>17th September</td><td>Revision strategies</td><td>EB and JH</td></tr><tr><td>24th September</td><td>Dyslexia</td><td>NB</td></tr><tr><td>1st October</td><td>Data entry: <i>acronyms 101, what are you being asked for, what does it look like in practice (2020 year 10 data)</i></td><td>EB</td></tr><tr><td>8th October</td><td>PP Strategy</td><td>NB</td></tr><tr><td>15th October</td><td>Different strategies for KO use and retrieval practice</td><td>JH</td></tr><tr><td>22nd October</td><td>Learning walk feedback, best practice ‘rewards’</td><td>JH/EB</td></tr><tr><td>5th November</td><td>Differentiation, incl Mary’s sheet</td><td>NB</td></tr><tr><td>12th November</td><td>Best practice and ideas for visualisers</td><td>JH/EB</td></tr><tr><td>19th November</td><td>Supporting LAC and PLAC students</td><td>NB</td></tr><tr><td>26th November</td><td>Different strategies for modelling and scaffolding</td><td>JH/EB</td></tr><tr><td>3rd December</td><td>Autism</td><td>NB</td></tr></tbody></table>	Date	Topic	Led by	10 th September	Pastoral systems/structures and interventions	NB	17 th September	Revision strategies	EB and JH	24 th September	Dyslexia	NB	1 st October	Data entry: <i>acronyms 101, what are you being asked for, what does it look like in practice (2020 year 10 data)</i>	EB	8 th October	PP Strategy	NB	15 th October	Different strategies for KO use and retrieval practice	JH	22 nd October	Learning walk feedback, best practice ‘rewards’	JH/EB	5 th November	Differentiation, incl Mary’s sheet	NB	12 th November	Best practice and ideas for visualisers	JH/EB	19 th November	Supporting LAC and PLAC students	NB	26 th November	Different strategies for modelling and scaffolding	JH/EB	3 rd December	Autism	NB
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TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Small group or 1:1 tuition to take place as part of post Covid-19 recovery curriculum. X10 PP students to receive Maths tutoring with My Tutor	A	DCP data, QA of mentoring sessions	£2500	From Sept 2020	NB / AH	Just beginning – no data to analyse at this stage. Start date Jan 2021
Create and staff after school home learning club, targeting PP students to attend.	G	Home learning survey, DCP data, QA of homework club	£0	From Sept 2020	NB	Home learning club in place. Tues KS3 and Weds, Thurs KS4. All PP students invited to attend 7 PP year 7 students regularly attend homework club.
One ABWO to complete direct work with underperforming PP students, working on curriculum catch up, revision technique (academic mentoring)	A, D	DCP data, QA of mentoring sessions	£0	From Jan 2021	JW and CO	Change of staffing means this provision will have to be in February. New staff structure will allow this to happen.

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Engage support from a private EWO to help close gap in attendance between PP and Non-PP students Lower threshold % for intervention on attendance for PP students and priority meetings	B	Attendance data, fortnightly review meetings	£5500	From Sept 2020	NB	EWO support from WPA from October 2020. Challenges as EWO was working 1 half a day a week. Moved to once a fortnight as half days were not useful. One student has increased attendance from 64% to 75% in the period the EWO was working with the family and continues to engage with support.

						Attendance data has been difficult to analyse fully given periods of self-isolation. <table><tr><td></td><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td><td>Year 11</td></tr><tr><td>Bas data 2</td><td>89.30</td><td>96.58</td><td>90.33</td><td>89.17</td><td>90.38</td></tr><tr><td>Bas data 1</td><td>92.32</td><td>93.61</td><td>92.19</td><td>89.96</td><td>91.14</td></tr></table>		Year 7	Year 8	Year 9	Year 10	Year 11	Bas data 2	89.30	96.58	90.33	89.17	90.38	Bas data 1	92.32	93.61	92.19	89.96	91.14
	Year 7	Year 8	Year 9	Year 10	Year 11																			
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Cultural capital Trips/enrichment All staff running clubs to be reminded to encourage Disadvantaged students’ participation in extra-curricular activities.	F, C	All disadvantaged students take part in at least one extra-curricular activity, surveyed by tutor.	£3000	From sept 2020	JW/NXB from 2021	Funding taken from strategy for deficit reduction. Trips not running due to pandemic. 60% of students identified for the Brilliant Club are PP.																		
Resources: £50 contribution towards uniform for new Year 7s. Tools for Learning – every Year 7 PP Student receives a complete set of tools for learning.	C	DCP data – behaviours for learning, QA of lessons / tutorials, every student having correct equipment ensure a positive, smooth start to each lesson,	£616	From Sept 2020	NXB	All new PP Year 7s and in year admissions have been given access to tools for learning and a uniform voucher. Tools for learning regularly supplemented for PP students where necessary.																		
Wellbeing: Wider needs of disadvantaged students are catered for and prioritised through wellbeing intervention where necessary. School therapist contract with a focus on exam stress and post Covid-19 wellbeing. PP students have priority.	E	Student and parents rate work with disadvantaged students positively in school surveys. Impact reports from interventions show impact. SEF half termly attendance, behaviour, exclusion data remain positive and/or improve further.	£0 - ABWO £0-therapist	From sept 2020	NXB	School counsellor one day a week from September. Has a case load of students, 90% of whom are PP. Attendance at these sessions is excellent. Anecdotal data suggests students enjoy their sessions and get a lot out of them. The school counsellor also completed a transition workshop with 10 pp year 7 students. The majority of these have gone on to have a successful transition. Work has continued remotely during lockdown.																		

						<table><tr><td></td><td>attendance</td><td>exclusions</td><td>attainment</td></tr><tr><td>Student 1 yr 7</td><td>90.1%</td><td>0</td><td>Good progress</td></tr><tr><td>Student 2 yr 7</td><td>86.3</td><td>0</td><td>Good progress</td></tr><tr><td>Student 3 yr 11</td><td>87.3</td><td>0 and reduction in behaviour points</td><td>Very good progress</td></tr></table>		attendance	exclusions	attainment	Student 1 yr 7	90.1%	0	Good progress	Student 2 yr 7	86.3	0	Good progress	Student 3 yr 11	87.3	0 and reduction in behaviour points	Very good progress
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<u>Parental engagement:</u> -Purchase license for parent's evening booking system to track attendance. Using this system, times can be prioritised for PP students. -Reminder emails/texts sent to PP parents about booking for events. PP Champion identifies any barriers to parent attendance at school events – timing, work, transport, childcare.	G	PP parents' attendance is monitored (require a baseline to be taken) and improvement measured	£0	Sept 2020 Oct 2020	NXB	School cloud now used as parents evenings have to be virtual this year. PP students given priority access to booking. AHT directs admin staff to contact PP students and help book appointments for those who had not booked. Year 8 parents evening 100% of PP parents made appointments.																
<u>Raise Aspirations:</u> PP students/parents receive 1-2-1 support when choosing GCSE options in Year 9. Improve participation in the EBACC, thereby not limiting choices later on in life. All PP students receive priority careers interview in year 9. All year 10 students receive Work Experience from Oxlep. PP Students have priority placements. PP students have priority access to the Brilliant Club, Gold/Silver programme where applicable.	D	Attendance at Brilliant Club, Careers Interviews and Work Experience. Positive Experience in parent / student surveys. Increase in DCP attainment/attitude to learning for those who attend.	£2200	From Jan 2020	JH	60% of all Brilliant Club members are PP and their attendance is prioritised. Only one DCP completed so cannot analyse this yet. Work experience suspended due to pandemic. HoY identifying PP students in year 9 for 1:1 options support in Feb. Begins on 2 nd Feb.																

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Continued CPD CPD for Quality First Teaching – chunking, over-learning, retention. What all students benefit from also benefits PP students. CPD changing foci based on staff need over the years	A	Evidence of Quality First Teaching in the classroom, positively discriminating in support of Pupil Premium students. Fortnightly pastoral and teaching and learning briefings used to upskill staff.	£37431	From Sept 2020	JXG/NXB	<div>CPD provided in Lockdown by JXG on remote teaching strategies. All INSET days have had a focus on QFT – Rosenshine, reading strategy.</div> <div>List of Teaching and Learning briefings delivered so far:</div> <div><div>⦿</div><div>Thursday CPD Briefing Calendar</div><table><tr><th>Date</th><th>Topic</th><th>Led by</th></tr><tr><td>10th September</td><td>Pastoral systems/structures and interventions</td><td>NB</td></tr><tr><td>17th September</td><td>Revision strategies</td><td>EB and JH</td></tr><tr><td>24th September</td><td>Dyslexia</td><td>NB</td></tr><tr><td>1st October</td><td>Data entry: <i>acronyms 101, what are you being asked for, what does it look like in practice (2020 year 10 data)</i></td><td>EB</td></tr><tr><td>8th October</td><td>PP Strategy</td><td>NB</td></tr><tr><td>15th October</td><td>Different strategies for KO use and retrieval practice</td><td>JH</td></tr><tr><td>22nd October</td><td>Learning walk feedback, best practice ‘rewards’</td><td>JH/EB</td></tr><tr><td colspan="3"></td></tr><tr><td>5th November</td><td>Differentiation, <u>incl</u> Mary’s sheet</td><td>NB</td></tr><tr><td>12th November</td><td>Best practice and ideas for visualisers</td><td>JH/EB</td></tr><tr><td>19th November</td><td>Supporting LAC and PLAC students</td><td>NB</td></tr><tr><td>26th November</td><td>Different strategies for modelling and scaffolding</td><td>JH/EB</td></tr><tr><td>3rd December</td><td>Autism</td><td>NB</td></tr></table></div>	Date	Topic	Led by	10 th September	Pastoral systems/structures and interventions	NB	17 th September	Revision strategies	EB and JH	24 th September	Dyslexia	NB	1 st October	Data entry: <i>acronyms 101, what are you being asked for, what does it look like in practice (2020 year 10 data)</i>	EB	8 th October	PP Strategy	NB	15 th October	Different strategies for KO use and retrieval practice	JH	22 nd October	Learning walk feedback, best practice ‘rewards’	JH/EB				5 th November	Differentiation, <u>incl</u> Mary’s sheet	NB	12 th November	Best practice and ideas for visualisers	JH/EB	19 th November	Supporting LAC and PLAC students	NB	26 th November	Different strategies for modelling and scaffolding	JH/EB	3 rd December	Autism	NB
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TARGETED ACADEMIC SUPPORT FOR THE NEXT THREE/FIVE YEARS						
Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Full time academic mentor in employment	A	Increase in PP attainment and outcomes	c.£20,000 (or some contribution to salary)			

			from PP budget)			
Small group to take place for PP Year 11 students	A	DCP data, QA of mentoring sessions	£7500	From Sept 2020	NB / AH	Waiting to see the outcome of exams consultation before allocating resources.

WIDER STRATEGIES FOR THE NEXT THREE/FIVE YEARS

Action	Barrier(s)	KPIs	Projected Spend	Date	Staff lead	Interim Review
Attendance – continued EWO package	B	Attendance data	£17,000	Ongoing from sept 2020	NXB	See above
Behaviour support – permanent member of staff To provide R&R room support and behaviour mentoring		Behaviour log, attitude to learning data on DCP	c.£20,000 (or some contribution to salary from PP budget)	From sept 2021	NXB	Parent view figures show parental satisfaction with the school – Jan 21. 98% thought the school ensured students behaved well.
Wellbeing – permanent school counsellor		Behaviour log, student voice survey	c.£20,000 (or some contribution to salary from PP budget)	From Sept 2022	NXB	

PP PLUS – ADDITIONAL SUPPORT FOR POST LOOKED AFTER STUDENTS					
Action	KPIs	Projected Spend	Date	Staff lead	Interim Review

	Challenge(s)	Mitigating action
Teaching	Consistency of approach	Quality assurance with a PP focus
Targeted support	Ensuring the strategies have impact	Robust data analysis and review
Wider strategies	Ensuring the strategies have impact	Robust data analysis and review

STAFFING COSTS		
Role	Rationale	Projected Spend
Contribution to Assistant Headteacher responsible for PP and Teaching and Learning	To provide the strategic overview of the school's Pupil Premium Strategy and its impact. To complete CPD on DIRT and how this applies to disadvantaged students, book looks, learning walks. To plan and deliver CPD on QFT fortnightly in briefings and across this year through INSET.	£20,796
Pupil Premium Champions (1)	To raise the profile of disadvantaged students. To analyse DCP data of PP students and signpost interventions.	£1000
Counselling service (x1 1/2 days per week)	Providing professional support to disadvantaged students	£5400
Contribution to Inclusion Support	Bespoke access to learning mentoring, both academic and pastoral	£10, 253
Contribution to Purple Pathways teaching	Disadvantaged LAP students have priority access to Purple Pathways to close the gap in attainment from year 7.	£11, 410
Homework club staff	Ensure disadvantaged students have access to homework support	£1350