



Summary information					
School	Maiden Erlegh Chiltern Edge				
Academic Year	2019/2020	Total PP budget	£70,060	Date of most recent PP Review	Sept 2019
Total no. of pupils	361 ( <i>Jan 2019 census</i> )	Number of pupils eligible for PP	76 = 21.1% ( <i>Jan 2019 census</i> )	Date for next internal review of this strategy	Jan 2019

Cohort information					
	No	% LOW	% MIDDLE	% HIGH	Pastoral or other contextual information
7 PP	21	47%	37%	16%	
7 ALL	69	29%	56%	16%	
8 PP	15	60%	40%	0%	
8 ALL	85	28%	58%	14%	
9 PP	15	36%	57%	29%	
9 ALL	82	34%	59%	8%	
10 PP	13	40%	50%	10%	
10 ALL	48	19%	56%	26%	
11 PP	18	22%	67%	11%	
11 ALL	76	16%	59%	26%	

Starting points (current year 7)		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieved expected standard in reading, writing & maths	29%	59%
% achieved higher standard in reading, writing & maths	0%	2%
% achieved expected standard reading test	57%	82%
% achieved expected standard in mathematics test	43%	77%
% achieved expected standard in writing TA	43%	77%
% achieved greater depth in writing TA	5%	9%

Tracking information							
	No.	APS (KS2)	Average 1-9 Scale grade	Progress Measure	% Attendance	No. Persistent Absenteeism (<90% attendance)	% Persistent Absenteeism
7 PP							
7 ALL							
Gap							
8 PP	15	103.5 (13)	2.75	-0.81	94.25	5	1.95
8 ALL	65	102.96 (60)	3.06	-0.53	96.19	5	1.11
Gap	50	0.54	-.031	0.28	-1.94	5	.84
9 PP	14	98	2.90	-0.5	91.78	8	2.52
9 ALL	83	103 (81)	3.22	-0.42	95.27	6	0.9
Gap	69	5	-0.32	0.08	-3.49	-2	1.62
10 PP	13	93.8			92.08	10	3.13
10 ALL	76	101.8 (75)			94.79	10	2
Gap	63	-8			-2.71	0	1.13
11 PP	11	28.7			86.7	6	10.59
11 ALL	47	30.2			93.37	6	3.91
Gap	36	-1.5			-6.67	0	6.68

Average 1-9 Scale grade- current attainment using the last reported scale grades

Progress Measure- The average difference between expected scale grades needed to be on track to meet aspirational benchmark and the actual recorded current attainment. A progress measure of -0.3 indicates one fine grade below this suggested flight path,

Subject specific Information for reference against targets – 2018/19 Data

**\*\*Note that due to small cohorts' anomalies can greatly affect the data**

### Year 10 (current year 11) – Value added indicators

	Best 8	Eng	Ma	Ebacc	Open	Sci	Hums	MFL
All	0.96	1.26	1.57	0.61	0.69	0.61	1.01	0.16
DA	0.80	0.81	1.93	0.50	0.33	0.46	0.49	-0.21
Not DA	1.01	1.40	1.46	0.65	0.80	0.65	1.13	0.27
Gap	0.21	0.59	0.46	0.14	0.48	0.19	0.64	0.48

### Year 9 (Current Year 10) – Value added indicators

Subj	F	M	DA
Da	0.28	0.34	0.14
Sc	-0.12	0.48	-0.11
Ma	-0.32	-0.07	-0.41
Ar	-0.59	-0.31	-0.65
Hi	-0.55	-0.46	-0.75
Gg	-0.68	-0.47	-1.01
Te	-0.85	-0.35	-1.00
Fr	-0.66	-0.56	-0.78
Dr	-0.95	-0.37	-0.87
Cp	-0.93	-0.50	-0.96
Pe	-1.34	-0.26	-1.23
En	-0.87	-0.81	-1.00
Ee	-0.82	-0.96	-1.04
Mu	-1.03	-1.09	-1.23
Total	-0.71	-0.41	-0.81

Blue	Exceptional
Green	Strong
Yellow	Good
Amber	Sound
Red	Concern
Pink	Serious Concern

Year 8 (current Year 9) - Flight path progress indicators

Subj	Non DA	DA	GAP
Da	0.28	0.42	-0.14
Pe	0.17	0.59	-0.42
Ma	-0.03	-0.40	0.37
Ar	-0.31	-0.07	-0.24
Cp	-0.36	-0.21	-0.15
Dr	-0.45	-0.54	0.08
Sc	-0.53	-0.59	0.05
Hi	-0.68	-0.63	-0.05
Gg	-0.68	-0.70	0.02
Tf	-0.73	-0.62	-0.10
En	-0.78	-0.69	-0.09
Mu	-0.89	-0.83	-0.06
Fr	-1.03	-1.03	0.00
Rp	-1.18	-1.16	-0.02
Total	-0.54	-0.50	-0.04

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Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A	Existing gaps in numeracy and literacy
B	Access to materials
C	Lack of awareness from staff that PP student have started from a disadvantaged position
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D	Low-attendance rate compared with non-pp students
E	Parental engagement with the school and their child's academic progress
F	Diminished capital culture – students less likely to display a thirst for additional learning opportunities, including those additional to the regular curriculum. As well, students' and parents' aspirations are lowered.
G	Financial Deprivation
I	Number of students who are placed into Alternative learning provision/ Exclusions

Strategic Plan						
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff lead	Interim Review	Final Review
Objective 1 – Staff identify a plan to meet the needs of disadvantaged students						
<p>School and trust led CPD and staff briefings to continue to develop the skills and teaching practice of staff in particular:</p> <ul style="list-style-type: none"> <li>- Improve use of accurate assessment frameworks</li> <li>- Feedback (to inform planning)</li> <li>- Potential barriers to learning and prior attainment</li> </ul> <p><i>Barrier: C</i></p>	<p>Ensure that staff recognise that disadvantages students are not a homogenous group but require personalised provision and an understanding that they are likely to have underperformed previously, thus over expecting must be the norm.</p>	<p>This will be planning into CPD run at school and trust levels, evident through CPD program.</p> <p>Evidence based in learning walks, observation and book scrutinise that assessment and feedback</p> <p>Staff will be able to highlight what barriers there are for learning for specific pupils.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	HZ		
<p>Publish school lists to staff with all disadvantaged students in September and updated as necessary.</p> <p><i>Barrier: C</i></p>	<p>If teachers are aware who their disadvantages students are in a class and the profile of DA students in the school, this will inform planning. This can also allow for a positive seating</p>	<p>All teaching staff can identify PP students and how they positively plan and mark with them in mind. This will be identified through lesson observations and learning walks.</p>	September	SG		

	assignment and ensures that disadvantaged students are actively engaged by the teacher through in-class questioning and monitoring.					
Induction programme contains specific information about PP students <i>Barrier: C</i>	Provide training and induction for new staff so that they understand our ways of working with DA students as part of the induction programme	Included as part of the induction checklist with HR and a briefing is scheduled with SLT/ HOY/ HOD for any new teachers (as per safeguarding, GDPR, etc.)	September	SG/ SP		
Disadvantaged students are allocated to appropriately set groups. <i>Barrier: C</i>	Ensure that removing differences in performance between DA students and their non-DA peers remains high profile in department development plans and appraisal targets.	HOY and HODs will have reviewed the sets, and the set lists will show that students have been moved up where appropriate Student own target setting data will show that staff have encouraged PP students to be aspirational.	Ongoing	EB/HZ		
Objective 3- Reduce the gap in attainment for disadvantaged students						
On an individual/ Small group basis, tutoring will be available for students in English	DA students may not have the access to tutoring outside of school and this will help bridge gaps in their knowledge.	Students who take part in tutoring show an increase in their DCP grade for specified subject	Ongoing	SG		

and Maths who are under-performing  <i>Barrier: A</i>						
Funding available for staff to buy resources and equipment for PP students  <i>Barrier: B, G</i>	DA students and their families may not have the resources to purchase materials to support students learning.	Ring fenced funding will be available and staff will be aware of this.	Ongoing	SG		
Standards meetings  <i>Barrier: C</i>	PP Students identified separately in standards data	Use tracking charts above to measure improvement and reduce % gap	Termly	EB/ HZ		
Quality First teaching – buying in support of SLE’s in Core subjects where appropriate. <i>Barrier: C</i>	Contribution to quality first teaching CPD, what all students benefit from, PP students benefit from.	Reduction in attainment and achievement gaps between Pp students and non-PP students	Ongoing	HZ		
Organise for Fix up seminars to come in and run “how to revision sessions for KS4” students and parents. <i>Barrier: A, E, F</i>	If parents and students know how to access revision at home they are more likely to success	Student pole to be taken before and after the session – confidence level shows an increase before and after the event.	Christmas	SG		
Objective 4 - Raise Student aspirations and engagement						
Implementation of the PP passport, via	Support discussions with students about their	PP passports will be in place for all UA students	KS4 – Christmas	SG		

<p>a pupil premium champion for underachieving students.</p> <p><i>Barrier: A, F</i></p>	<p>plans, what they want to achieve and how they can be supported, this information is then shared with staff to inform planning and teaching.</p>	<p>by Christmas for KS4 and the end of the year for KS3.</p>	<p>KS3 – May half term</p>			
<p>All Staff running clubs to be reminded to encourage DA student's participation in Extra-curricular activities.</p> <p>ABWO's to monitor engagement of PP in school extra-curricular activities.</p> <p>Where possible financial support will be available to support participation in extra-curricular activities.</p> <p><i>Barrier: C, F</i></p>	<p>PP students often have had less exposure to social and cultural experiences. Providing opportunities to take part through school will bring better engagement with school, raise aspirations and develop confidence.</p>	<p>Engagement monitoring will show that PP students have engaged with extra-curricular activities at least in line with their non-disadvantaged peers.</p>	<p>Termly</p>	<p>SG</p>		
<p>All year 11 PP students to have an Adviza careers advice appointment.</p> <p><i>Barrier: E, F</i></p>	<p>This will ensure that they have impartial advice on future next steps and help break through stereotypes.</p>	<p>By Feb half term all students to have had a careers appointment.</p>	<p>Feb half term</p>	<p>BH</p>		

PP Students receive priority support for the KS4/5 transition  <i>Barrier: E, F</i>	Support in choosing a destination and applying to college will be given by ABWO for KS4, which will help to prevent any NEETS.	All students by Easter to have a confirmed destination, 0% NEETS.	Easter	SG		
Students to have access to aspirational professional mentors, through a range of extra provision e.g. Reading football Club/ Nomad  <i>Barrier: D, F</i>	Having additional role models, that students are able to engage students with school, therefore raising the aspirations.	Students who are on a mentoring program state that they have had a positive experience.	Easter	SG		
Money available for alternative provision for identified students who need to increase their engagement and improve their behaviour with school.  E.g. Reading Kicks.  <i>Barrier: D, F, I</i>	Having additional provision so that students are able to engage students with school and a future career path can raise the aspirations of young people.	Students who are on a Alternative provision programme state that they have had a positive experience and become more focused with school.  Decrease in the number of sanctioned ALP's	Ongoing	SG		
Objective 5 – Reduce gaps in attendance rate with non-pp students						
PP students to be called/ emailed first by attendance officer	If students are in school they will do better academically. PP attendance is lower as a	Reduce the % gap in each year group from the figures below:	Ongoing	SG		

Lower threshold % for intervention on attendance for PP students and priority meetings  <b>Barrier: D, E</b>	cohort than that of their non-PP peers.  Early intervention will help reduce the likelihood of persistent absenteeism	2018/19 data  <b><u>All students V PP</u></b> <table><tr><td>Yr</td><td>Non</td><td>PP</td></tr><tr><td>Y7</td><td>96.58</td><td>95</td></tr><tr><td>Y8</td><td>95.26</td><td>92.78</td></tr><tr><td>Y9</td><td>95.31</td><td>93.09</td></tr><tr><td>Y10</td><td>93.08</td><td>87.73</td></tr></table>	Yr	Non	PP	Y7	96.58	95	Y8	95.26	92.78	Y9	95.31	93.09	Y10	93.08	87.73				
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Bespoke rewards for outstanding/ Significantly improved attendance for PP students.  <b>Barrier: D</b>	Rewards will help motivate students to attend school. Improving of attendance will improve academic standards.	Reduce the % gap in each year group from the figures below:  2018/19 data  <b><u>All students V PP</u></b> <table><tr><td>Yr</td><td>Non</td><td>PP</td></tr><tr><td>Y7</td><td>96.58</td><td>95</td></tr><tr><td>Y8</td><td>95.26</td><td>92.78</td></tr><tr><td>Y9</td><td>95.31</td><td>93.09</td></tr><tr><td>Y10</td><td>93.08</td><td>87.73</td></tr></table>	Yr	Non	PP	Y7	96.58	95	Y8	95.26	92.78	Y9	95.31	93.09	Y10	93.08	87.73	Ongoing	SG		
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Weekly meetings with Attendance team and AHT which will have a specific focus on PP students  <b>Barrier: D</b>	Close monitoring of students and early intervention has been shown to raise overall attendance.	Reduce the % gap in each year group from the figures below:  2018/19 data  <b><u>All students V PP</u></b> <table><tr><td>Yr</td><td>Non</td><td>PP</td></tr><tr><td>Y7</td><td>96.58</td><td>95</td></tr><tr><td>Y8</td><td>95.26</td><td>92.78</td></tr><tr><td>Y9</td><td>95.31</td><td>93.09</td></tr><tr><td>Y10</td><td>93.08</td><td>87.73</td></tr></table>	Yr	Non	PP	Y7	96.58	95	Y8	95.26	92.78	Y9	95.31	93.09	Y10	93.08	87.73	Ongoing	SG		
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<p>Nomad, Sofea and counselling sessions will be brought in as a resource by the school.</p> <p><i>Barrier: D, I</i></p>	<p>Struggles with mental health can cause attendance to drop from school, having appropriate support available in school will help to prevent this.</p> <p>This can also support behaviour issues in certain students.</p>	<p>Reduce the % gap in each year group from the figures below:</p> <p>2018/19 data</p> <table><tr><td>Yr</td><td>Non</td><td>PP</td></tr><tr><td>Y7</td><td>96.58</td><td>95</td></tr><tr><td>Y8</td><td>95.26</td><td>92.78</td></tr><tr><td>Y9</td><td>95.31</td><td>93.09</td></tr><tr><td>Y10</td><td>93.08</td><td>87.73</td></tr></table> <p>Decrease in the number of ALPS which will be shown in the BAS data</p> <p>Last years figure ALP DA: 14 Last year's Figure FTE: 2 Last year's figure PEX: 1</p>	Yr	Non	PP	Y7	96.58	95	Y8	95.26	92.78	Y9	95.31	93.09	Y10	93.08	87.73	<p>Ongoing</p> <p>Termly</p>	<p>SG</p>		
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<p>ABWO's to focus lesson 1 each morning solely on attendance, with priority to be given to PP students.</p> <p><i>Barrier: D</i></p>	<p>Improve attendance, improves performance in school</p>	<p>Reduce the % gap in each year group from the figures below:</p> <p>2018/19 data</p>	<p>Ongoing</p>	<p>SG</p>																	

Yr	Non	PP
Y7	96.58	95
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## Objective 6 - Increase parental engagement with the school and their child's academic progress

<p>All form tutors to contact PP parents in the first term to introduce themselves and check that they have access to all online systems e.g. show my homework.</p> <p><i>Barrier: D, E, F</i></p>	<p>Making first contact with parents will inform parents of the key information, which they may not have identified and allows them to ask any questions.</p> <p>If students and parents have access to all resources, this can lead to an increase in academic standards.</p>	<p>Increased parental engagement at parents' events (a baseline will need to be taken).</p> <p>All students to have logged onto SMHW Christmas.</p>	Half term	SG		
			Christmas			
<p>Students given priority access to parents evening appointments, prior to other students.</p> <p>Reminder emails/texts sent to PP parents about booking for events</p>	<p>Ensure that PP parents engage with the school and are able to see all of the teachers they wish to see.</p> <p>Improve engagement of parents with the school, can lead to improved academic progress.</p>	<p>Parental engagement will be in line with non-PP peers</p>	Ongoing at parents evening events	SG		

ABWOS to identify any barriers to parent attendance at school event E.g. timing/ work/ child care and work on bespoke solutions. <i>Barrier: E, F</i>						
Individual student/ family financial support: <ul style="list-style-type: none"> <li>- Vouchers to support with uniform</li> <li>- Financial support for trips</li> <li>- Revision materials to support revision</li> </ul> <i>Barrier: G</i>	Finance is a barrier to some PP students in accessing support and key items to help progress in school. There is a different need base depending on the student's circumstances.	When tutors contact home, they will feedback on current situation.  All PP students will have the correct uniform.	Ongoing	SG		
			October half term			
Tutors and subject teachers to prioritise contact home following assessments to celebrate success.  <i>Barrier: E, F</i>	Improve engagement of parents with the school, can lead to improved academic progress.	Students will report that they have had a positive call/ email home. (baseline to be taken)	Ongoing	SG		
Objective 7 – Reduce the number of students who are removed from lessons due to poor behaviour.						
Timely and effective intervention from	Students who misbehave run the risk of being	SEF to show a reduction in the number of ALPS	Termly	SG		

inclusion mentors and pastoral team where PP student's behaviour and conduct deteriorates in order to prevent ALP and Exclusions  <b>Barrier I</b>	excluded from lessons, therefore impacting their learning.	Last years figure ALP DA: 14  Last year's Figure FTE: 2  Last year's figure PEX: 1				
Mentoring Schemes in place (Elsa, Nomad, Sofea) with a priority place given to DA students.  <b>Barrier I</b>	Therapeutic thinking has been shown to reduce the number of Exclusions within school.	SEF to show a reduction in the number of ALPS  Last years figure ALP DA: 14  Last year's Figure FTE: 2  Last year's figure PEX: 1	Termly	SG		
Money available for Educational Psychologist assessment for PP students who we believe their behaviour is a result of an unidentified need.  <b>Barrier I</b>	If students have an unidentified need this could be a barrier affecting their behaviour and therefore their ability to access the lesson.	SEF to show a reduction in the number of ALPS  Last year's figure ALP DA: 14  Last year's Figure FTE: 2  Last year's figure PEX: 1	Termly	SG		
Total budgeted cost n- £70,000						

Summary of expenditure				
Strand	Amount	%		%
Leadership	20,000	28.5%	Staff (leadership)	
English Staff	2500	3.5	Staff (curriculum)	
English Other	0	0%	Staff (welfare)	
Maths Staff	0	0%	Curriculum Resources (staff)	
Maths Other	0%	0%	Curricular Equipment (students)	
Curricular Staff	3000	4.3%	Enrichment	
Welfare and Inclusion Staff	15000	21.4%		
Other curricular CPD	0	0%	Wrap around	
Enrichment/cultural -trips	5500	7.8%	Outside agencies	
Enrichment/cultural capital	550	0.7%		
Curricular equipment	750	1%	CPD Curriculum	
More able	500	0.7%	CPD Pastoral/Welfare	
Less able (tutoring)	3000	4.2%		
Behaviour	2700	3.8%	Practical support	
Attendance (staffing)	4000	5.7%	Other	
Attendance other	900	1.2%		
Emotional/wellbeing	3100	4.4%		
Alternative Provision	2500	3.5%		
Curriculum CPD	1000	1.4%		
Pastoral/welfare CPD	0	0		
Practical help	3000	4.2%		
Student Personal allowance	1000	1.4		
Teacher grants	0	0		

Breakfast Club*	0	0		
Homework support*	500	0.7%		
Other (PP Champion)	1000	1.4%		
TOTAL	70000	100%	TOTAL	

\*Wrap around

Additional detail