



## 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 Erleigh Chiltern Edge
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	86 (24.9%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022 (interim) September 2022
Statement authorised by	Andy Hartley
Pupil premium lead	Jyoti Chopra
Governor / Trustee lead	Naomi Grant

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,204
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£94,094</b>



## Part A: Pupil premium strategy plan

### Statement of intent

*In recent years, the PP spending has resulted in marginal gains. Maiden Erlegh Chiltern Edge acknowledges that disadvantaged students have made less progress than their peers. To address this, past strategies have been evaluated and the spend has been retargeted so that each new priority is meticulously accounted for. Pupil premium outcomes are a priority for all staff and this is reflected in the school's improvement plan.*

*There is strong evidence to suggest that 'what happens in the classroom makes a biggest difference and good teaching for all has a particular benefit for disadvantaged students (EEF attainment gap report 2018). Therefore, Maiden Erlegh Chiltern Edge, is prioritising its teaching practice by continuously implementing its quality first teaching initiative so that no student's experience in the classroom is different from another. This aims to further develop our broad, culturally rich and knowledge- based curriculum and provide consistency for all. All curriculum leaders are working to put in place specific strategies based on barriers identified within their subject areas and in standards meetings.*

*Specific PP targets based on Maiden Erlegh Chiltern Edge's analysis to barriers:*

- *Progress 8 score to be in line with non – pp peers*
- *Attainment 8 score to be in line with non – pp peers*
- *Percentages of grade 5+ in Maths and English to be in line with non-pp peers*
- *Aim for PP students to have an average attendance of 96%.*
- *PP students to have the same Ebacc access as non- pp peers.*

*Maiden Erlegh Chiltern Edge are targeting PP spending in three key areas:*

- *Teaching*
- *Targeted Support*
- *Wider Strategies*

*These priorities are based on knowing the PP-eligible students well and identifying the support needed to overcome real and perceived barriers.*

*In some cases, parts of the provision will be accessed by students not eligible for PP as disadvantage and deprivation also exists among non-eligible students in the community. An inclusive approach means that the support is fully integrated into the school's systems and may be accessed by those in greatest need. All costs below are contributions from the PP and Recovery Premium fund. This is sometimes spent alongside the main funding where initiatives significantly benefit all students. This inclusive approach means that the overall impact on each student at Maiden Erlegh Chiltern Edge is greater and far more effective in the long term.*



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance – Is it known that some students eligible for PP do not have high attendance due to known factors affecting their lives outside of school. This could be a significant barrier to achievement.
2	Behaviour – Due to a lack of stimulation, opportunities and routine at home, we have noticed that some PP students in 2020/2021 showed that they were receiving more negative behaviour points than non-pp students.
3	Student Engagement – Many of our PP students do not have high aspirations and strong work ethic. We are committed to actively engaging them in learning so they are ready for the outside world.
4	Parental Engagement – Parents/Carers on PP students do not always engage as those parents/carers of non-pp students. We recognise that they are invaluable resources for supporting their children.
5	Enrichment – Not all our pp students have the same cultural capital as their peers. This is limiting their vocabulary, interpersonal skills and personal growth.
6.	Transition – Due to a lack of resources, students do not often make the best possible start to school. We are committed for our disadvantaged pupils to have access to all resources required in order to have a smooth transition from year – year including primary to secondary.
7	Due to COVID, the attainment gap between PP and non – pp students has increased. As a small school, we know our PP students on an individual basis and will work with the students on an individual basis to provide mentoring, pedagogical and financial support to minimise the barriers to their learning.



## 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.

### Teaching Outcomes

Intended outcome	Success criteria
<p>Ensure all PP students have access to QFT and a broad and balanced curriculum</p> <ul style="list-style-type: none"> <li>- Provide staff with quality CPD in line with SIP priorities. Teaching provision quality assured in line with CIS.</li> <li>- Year 7 PP LAP students priority access to Purple Pathway</li> </ul>	<ul style="list-style-type: none"> <li>• DCP data through a narrowing in the gap in attainment.</li> <li>• Evidence of QFT gathered as part of CIS.</li> </ul>
<p>Ensuring all PP students can access learning:</p> <ul style="list-style-type: none"> <li>- Ensure all PP students have access to correct uniform and equipment, as well as study guides and other useful resources.</li> <li>- PP champion to be re-appointed and will focus on raising the profile of PP students through CPD briefings as well as liaising closely with inclusion team to identify and mitigate any other barriers to learning.</li> </ul> <p>Homework club to be staffed afterschool and PP students encouraged to attend.</p>	<ul style="list-style-type: none"> <li>• Attendance data at homework club shows that attendance of PP students is higher in comparison to previous year.</li> <li>• Break 1 detention data analysis for lack of equipment shows fewer PP students on record over time.</li> <li>• Appointed Senco to hold PP/SEN students CPD session to raise profile.</li> </ul>

Targeted academic support for current academic year.

Intended outcome	Success criteria
<p>1. Close the gap in attainment in core subjects.</p>	<ul style="list-style-type: none"> <li>• DCP data to show a narrowing gap in attainment at each DCP.</li> <li>• My tutor sessions targeted for PP students.</li> <li>• Core online programmes contributed to, e.g. Hegarty Maths to help bridge the attainment gap.</li> <li>• Homework routines show the students are interacting with online provisions.</li> </ul>
<p>2. Ensure all PP students achieve in line with their cognitive peers.</p>	<ul style="list-style-type: none"> <li>• Small group academic mentoring sessions with HLTAs (PP lessons time tabled with HLTAs)</li> </ul>



	<ul style="list-style-type: none"> <li>• Scrutiny of DCP data by HoYs and AAHT. DCP Data is given to HODs by HOYs and intervention target list is agreed.</li> </ul>
3. Ensure students have access to Easter school and the means of transport to get to school and home during this time.	<ul style="list-style-type: none"> <li>• Easter school take up/attendance from PP students is high.</li> </ul>
4. Close the gap in attainment within year 7, particularly with those students who have fallen behind.	<ul style="list-style-type: none"> <li>• DCP data to show a narrowing gap in attainment at each DCP.</li> <li>• My tutor (or similar) sessions targeted for PP students.</li> </ul>

Wider strategies for current academic year.

<b>Intended outcome</b>	<b>Success criteria</b>
1. Increase attendance of PP students	<ul style="list-style-type: none"> <li>• Half termly attendance data shows that PP attendance has improved.</li> </ul>
2. Provide character development of PP students - AAHT in charge of enrichment to audit PP engagement in clubs/trips. Action plan created and implemented for those not engaging.	<ul style="list-style-type: none"> <li>• Audit of PP engagement in trips/after school show that PP engagement has improved.</li> <li>• Student voice behave in the same way as the above.</li> </ul>
3. Broadening Horizons and raising aspirations of PP students: -Contribution to trips (curriculum and enrichment) -1:1 careers interviews in Year 9	<ul style="list-style-type: none"> <li>• Audit of PP student engagement in trips shows that PP engagement has improved.</li> <li>• Careers action plans show PP engagement.</li> </ul>
4. Carry out wave 3 interventions for PP students who struggle to manage emotions/behaviour in lessons -Access to modified timetable / AP for those PP students who are struggling to access mainstream education. -Priority access to mentoring and therapeutic work in school -ELSA training for 1 TA to deliver 1:1 and group sessions for Year 7 PP students who have struggled with socialisation post-Covid	<ul style="list-style-type: none"> <li>• Behaviour data and student voice show improvement in PP behaviour.</li> </ul>
5. Increase engagement of PP students' parents	<ul style="list-style-type: none"> <li>• Attendance data to parents' evenings, parent survey shows that</li> </ul>



<p>Contribution to family link worker – targeted support for PP parents e.g coffee mornings at the Weller centre, priority parents’ eve bookings, case work.</p>	<p>parent engagement has improved in comparison to previous years.</p> <ul style="list-style-type: none"><li>• PP Parent engagement increases.</li></ul>
<p>6. Launch Duke of Edinburgh Award</p>	<ul style="list-style-type: none"><li>• Uptake of PP students of DofE scheme is high.</li></ul>
<p>7. Free breakfast made available to all students every morning so that they start each day with energy to focus on learning.</p>	<ul style="list-style-type: none"><li>• Number of behaviour log incidents have decreased.</li><li>• Teacher observation of students show that concentration has improved.</li></ul>



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: **£13459.70**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Provide staff with quality CPD in line with SIP priorities. Teaching provision quality assured in line with CIS. (£8700 – STF400)</p> <p>1a. Year 7 PP LAP students priority access to Purple Pathway</p>	<ul style="list-style-type: none"> <li>Quality First teaching (<a href="#">within the class</a>) the most effective form of improving outcomes (<a href="#">EEF</a>) with a focus on <a href="#">feedback</a> strategies</li> <li>Effective cross trust intervention to support students boost English, Maths and social knowledge and skills supported by specialist <a href="#">TA provision</a></li> </ul>	2,3,7
<p>2. Ensure all PP students have access to correct uniform and equipment, as well as study guides and other useful resources. (£2609.70 CUR006)</p> <p>PP champion to focus on raising the profile of PP students through CPD briefings as well as liaising closely with inclusion team to identify and mitigate any other barriers to learning. (£500 – CUR004)</p> <p>2a. Homework club to be staffed afterschool and PP students encouraged to attend. (£1350 – CUR005)</p> <p>2b. Contribution to accessible reading books for PP LAP students. (£300 – CUR008)</p>	<ul style="list-style-type: none"> <li>Ensuring correct equipment removes barriers to learning (<a href="#">including uniform</a>)</li> <li>Continued high profile of students amongst staff to support targeted in class interventions and support</li> <li>Focus on successful completion of <a href="#">homework</a></li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy</a></p> <ul style="list-style-type: none"> <li>Focus on <a href="#">reading and reading strategies</a> critical to underpin attainment (and accessible books within that)</li> </ul>	3,6,7



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

Budgeted cost: £ 5740 +£ 9988 = **£15728**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for core subjects embedded to close the attainment gap (£3000 + 3988 = £6988 – CUR003 / CUR006)  Contributions towards Hegarty Maths (£240 – CUR006)	<ul style="list-style-type: none"> <li><a href="#">Targeted 1:1 tutoring</a> delivered through MyTutor to bridge gaps primarily in English or Maths</li> </ul>	1,2,3,7
Ensure all PP students achieve in line with their cognitive peers. <ul style="list-style-type: none"> <li>- Academic mentoring sessions with HLTA (£2500 –STF400)</li> <li>- Scrutiny of DCP data by HoYs and AAHT</li> </ul>	<ul style="list-style-type: none"> <li>Important to address any gaps in learning/attainment through priority small group / 1:1 intervention.</li> </ul> <p><a href="#">Mentoring benefits</a></p>	3
- Easter school open to all students (target PP's) for tutoring and exam support (£4000 – CUR006)	<ul style="list-style-type: none"> <li>Direct teaching and revision over <a href="#">Easter holidays</a> to provide a space for learning and some revision (targeted)</li> </ul>	3,4,5,6,7
- Targeted year 7 tutoring for PP (£2000 – CUR003)	<ul style="list-style-type: none"> <li>DCP data to show a narrowing gap in attainment at each DCP.</li> <li>Weekly Tutoring report from tutoring company indicating progress being made.</li> </ul>	3,6,7

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

Budgeted cost: £64904.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO to work onsite 1 day a week focusing on targeting PP students at risk of becoming PA (£10000 – CUR007)	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1,2,3,7





	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	
AAHT in charge of enrichment to audit PP engagement in clubs/trips. Action plan created and implemented for those not engaging. (£1000 – STF400)	<ul style="list-style-type: none"> <li>Important to promote <a href="#">engagement with school</a> and feel a sense of belonging to promote attainment and aspiration.</li> </ul>	6
Contribution to trips (curriculum and enrichment) (£4000 – CUR005) 1:1 career interview in Year 9 (£2000)	<ul style="list-style-type: none"> <li>Important to promote engagement with <a href="#">school visits and trips and wider extra-curricular opportunities</a> and feel a sense of belonging to promote attainment and aspiration.</li> <li>To build <a href="#">aspiration</a> and motivation to succeed through effective <a href="#">careers provision</a> (including priority and early support during Y9 options process).</li> </ul>	6
Access to modified timetable / AP for those PP students who are struggling to access mainstream education. (£5000 – CUR007) Priority access to mentoring and therapeutic work in school (£4,143.75 + £5400 – CUR007 / STF400) ELSA training for 2 TAs to deliver 1:1 and group sessions for Year 7 PP students who have struggled with socialisation Post-Covid (£700 – CUR006)	<p>Support services within school to support access to education as well as utilising appropriate offsite provisions too. This can be to support social and emotional welfare and development as well as academic attainment.</p> <p><i>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Opportunities for students to develop <a href="#">self-regulation</a> strategies through targeted work to allow for them to recognise their own behaviours and not let it impact their learning.</p>	1,2,3



<p>Contribution to family link worker – targeted support for PP parents e.g coffee mornings at the Weller centre, priority parents’ eve bookings, case work. (8091 – STF400)</p>	<ul style="list-style-type: none"> <li>In school worker completes outreach to support <a href="#">engagement</a> and as part of wider safeguarding provision.</li> </ul>	<p>4</p>
<p>Launch Duke of Edinburgh Award (<i>additional grant from DoE</i>)</p>	<ul style="list-style-type: none"> <li>Student engagement/sign up numbers in year 9 cohort to promote character development (<a href="#">Inspection Framework</a>)</li> </ul>	<p>2,3,5</p>
<p>Launch Breakfast club (£1000 – CUR006)</p>	<ul style="list-style-type: none"> <li>Supporting students to ensure they are best <a href="#">placed to learn</a></li> </ul>	<p>1,2,6,7</p>
<p>Department PP catch up clubs (£11845 – CUR005)</p>	<ul style="list-style-type: none"> <li>Money set aside for in-year strategies at subject level – may include revision guides, <a href="#">small group tutoring</a> as appropriate throughout year.</li> </ul>	<p>1,3,5</p>
<p>Designated teacher in charge of PCLA to run termly internal PEP meetings. Individual student targets set and funding attached to each target e.g one student may need 1:1 tuition, one may need short term mentoring / AP (£2345 per student = £11725 in total- CUR001)</p>	<ul style="list-style-type: none"> <li>Money set aside for in-year strategies identified by students / carers / teachers to support progress and/or engagement. Students who have previously been looked after routinely do not make as steady progress as those who have not been looked after – therefore a bespoke use of funding for these students can be used in the most appropriate way</li> </ul> <p>e.g. mentoring, <a href="#">1:1 tuition</a>, access to <a href="#">extra-curricular opportunities</a> and access to opportunities to raise aspirations etc.</p>	<p>1,2,3,4,5,6,7</p>

**Total budgeted cost: £94 094.45**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

#### Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
Identification and promotion of PP students.	Staff familiar with how to find PP data. Pupil profiles have helped raise awareness of PP students' needs.
CPD focussing on memory science to boost outcomes.	Rosenshine's principles fully embedded within curriculum. Regular staff CPD targeted to support staff understand and incorporate known successful measures into their practice. Overall improved quality first teaching supported improved outcomes across the school despite COVID disruption.
Ensure LAP PP students can access curriculum	Purple Pathway running for years 7,9 and 10 since September 2020. Improved outcomes for Year 7 students.
Increase PP attendance	EWO and Covid have limited the impact of this. Increase of EWO provision next year
Access to resources	All PP students in need provided with T4L and uniform.
Raise aspirations of PP students	Priority attendance to Brilliant Club. Limited impact due to virtual sessions.



### 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*

<b>Programme</b>	<b>Provider</b>
Science and English Support	Tassomai
Maths Support	Hegarty Maths
1:1 Tutoring & 3:1 tutoring	MyTutor
1:1 Tutoring	3 <sup>rd</sup> Space Learning
Reading intervention	Luxia
Music Production	ReadiPop