

Maiden Erleigh Chiltern Edge

Pupil Premium Strategy

2018/19

1. Summary information					
Academic Year	2018-19	Total PP budget	£75,700	Date of most recent PP Review	Easter 2018
Total number of students	370	Number of students eligible for PP*	Y8-11: 53	Date for next internal review of this strategy	Jan 2019

*as of 14.9.18 awaiting confirmation of Y7 students eligible

2. Key Indicators (2016/17 Year 11)	Student eligible for PP	Student not eligible for PP	School Difference
Key Stage 2 Fine Point Level	4.54	4.74	-0.2
% Attaining 9-7 in English (Best) and Maths	5.1 (1)	9.6 (7)	-4.5
% Attaining 9-5 in English (Best) and Maths	26.3 (5)	50.8 (32)	-24.48
% Attaining 9-4 in English (Best) and Maths	36.8 (7)	71.43 (45)	-35.59
Progress 8 score average	-0.35	0.17	-0.53
Progress 8 English	-0.11	0.52	-0.62
Progress 8 Maths	-0.42	0.13	-0.55
Progress 8 English Bacculaureate Slots	-0.54	-0.16	-0.37
Progress 8 Open Slots	-0.29	0.23	-0.61

Attainment 8 score average	39.71	48.94	-9.23
% Entering the English Bacallaureate	26.3 (5)	34.2 (25)	-7.9
% Attaining 9-5 in the English Bacallaureate	5.3 (1)	21.0 (15)	-15.7
% Staying in education or entering employment after Key Stage 4	100 (19)	99.0 (72)	+1

*2018 cohort data will be updated into this table at validation of results in October 2018

3. Our Year Group Profiles

Whole School: The whole school cohort is 368 students. The school is male heavy (52%) with a particular imbalance in Years 8, 9 and 10. Year 7 & 11, however, bucks the trend with a higher proportion of female students. Students eligible for the PP are relatively low in Year 8 and 9 (14) and higher in Years 10 & 11 (23%) and equate to around 18% of the whole cohort. The gender split of PP students reflects that of the school (52/48 male/female) SEN students represent 17% of the school cohort. The crossover between PP and SEN students is significant; 29% of PP students also have identified SEN and again a weighting towards male students (63%). The prior attainment of the whole school is weighted towards the middle and lower ability bands. This trend is amplified in the PP cohort.

Year 7:

Year 8: Year 8 are currently our largest year group of 91 students and are taught as 4 form entry. The cohort, is more heavily weighted to males in terms of gender split and proportion of PP students are below cohort average. However, the proportion of SEN students is significantly greater (26%) and the crossover of PP/SEN is 47%. The PP cohort is significantly weaker than the remainder of Year 7 (Av KS2 of 93.9 vs 101.7) with 58% of PP students identified as Lower Ability.

Year 9: Year 9 are taught as 3 form entry with a cohort size of 85. The year group has the greatest disparity in gender with 58% males. The proportion of PP and SEN students is significantly below (13%) whole school trends. The proportion of PP students who also have an SEN is 42% which is significantly above the whole school proportion. The difference in ability at KS2 shows that PP students are weaker (98.3 / 101.6) and 68% are deemed to be Lower Ability.

Year 10: Year 10 are the smallest year group of just 47 students, taught as a 2 form entry. Again, it is a male heavy year group (55%) but is over-represented (Compared to whole school figures) in PP (21%) and SEN (16%). The crossover of these students is also significantly less significant than in all other year groups, with just 1 student fulfilling both criteria. 64% of PP students are in the Lower Ability Band

Year 11: Year 11 is a female heavy year group (56%) and at a cohort size of 76 is taught in 3 classes for Core subjects. The proportion of PP students sits above the school average at 24% (of which there is a greater number of males) whilst SEN students represent only 7% of the cohort. 4 PP students also have SEN (of which 3 are male). 62% of the PP students are in the Lower Ability band and there are 0 PP students in the Higher Ability Band.

Year	Total students	Male (%)	Female (%)	Attendance (2017-18)	PP Students (%)*	Av KS2*
7	69	48%	52%			
8	91	56%	44%	93.4%	14%	100.1
9	85	58%	42%	95.3%	13%	101.6
10	47	55%	45%	92.%	21%	27.2
11	76	44%	56%	93.2%	24%	27.3
TOTAL	368	52%	48%	93.50%	18%	

Table 1: Data for whole school cohort, by year group – correct 14.09.18

* as of 14.9.18 awaiting of Y7 student information

4. Barriers to Learning	
In-School Barriers	
A	Consistent access to Quality First Teaching across the curriculum that sufficiently develops and prepares students for the next phase of education.
B	Some students display an unsatisfactory attitude to learning which might manifest in the classroom as a lack of resilience, non-readiness to learn, missing equipment – a significant proportion of these students are PP
C	Diminished capital culture – students less likely to display a ‘thirst’ for additional learning opportunities, including those additional to the regular curriculum
External Barriers	
D	Attendance of students eligible for PP sits below the remainder of the school and the national average
E	Parental engagement with the school and their child’s academic progress is inconsistent.

5. Success Criteria	
Achievement gap between PP students and their non-PP student to close. P8 score of PP students and national average of non-PP students to be less than or equal to National Average.	
PP students well prepared for their next phase in learning.	
PP students play a full and active part in Chiltern Edge School life as measured by involvement in extracurricular, performing arts, sporting and leadership activities.	
Attendance for PP students improves to national attendance and persistent absenteeism reduces to below national.	

1. Monitoring and Evaluation Processes

Following each school wide data drop (end of a half term) a rigorous process of student performance analysis is undertaken at both teacher & department and further at SLT level to identify students who are not making expected progress – this then informs intervention programme requirements. One strand of the analysis will be focused specifically on the progress of DA students in comparison to their non-DA peers. Once a half term the Standards Team will convene to discuss the particular progress of students; a standing agenda item is the progress of DA students. At Curriculum Leaders Meetings information sharing on successful strategies with individual students in terms of improving attendance, raising achievement, homework and parental engagement will be shared.

Pupil Premium performance and strategies to be a standing item on Department (and Pastoral Team) Meetings as well as SLT. Furthermore, the progress of PP students will be reviewed at Trust level Board meetings.

Pupil Premium Strategy Action Plan

1. Raise achievement for disadvantaged students through a focus on ‘Quality First Teaching’ for all

Aims	Rationale for the approach	Actions	Potential Outcomes / Impact	Lead
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<p>Raise the achievement of students with a focus on those that are disadvantaged</p>	<p>By continuing to improve the quality and consistency of the experience for students in the classroom high impact outcomes are achieved: attendance and engagement is improved, attainment increases and instances of low level disruption are reduced.</p>	<p>School and Trust led CPD to continue to develop the skills and teaching practice of all staff in particular:</p> <ul style="list-style-type: none"> - Improved use of accurate assessment frameworks - Feedback (to inform planning) <p>Additionally, explicit school focus on ensuring short and medium term planning meets the needs of the students including appropriate stretch and challenge.</p>	<p>Improved attainment by all students, and in particular DA (Termly Data drop)</p> <p>Improved attendance</p> <p>Reduced low level disruption (recorded on SIMS / On Call)</p> <p>Evidence gained through lesson observation, learning walks and book looks of student progress (Middle Leaders and SLT) .</p>	
<p>Raise the profile of DA students to ensure they are known to all staff to inform intervention planning</p>	<p>By knowing who the DA students are in a class allows for positive seating assignment and ensures DA students are actively engaged, by the teacher, through in-class questioning and monitoring.</p>	<p>Publish list of DA students including their Prior Attainment and any additional need</p> <p>Identified Admin team member to have responsibility for ensuring DA records are accurate within SIMS and that teaching staff are made aware of in-year amendments.</p> <p>Staffroom bulletin boards to be regularly updated with relevant DA student information including success and academic progress.</p>	<p>All staff to have annotated seating plans for classes to assist in their planning.</p> <p>Staff aware of the current progress, achievements etc of the DA cohorts.</p> <p>Evidence seen in Lesson observation, Standards Meeting Notes.</p>	

<p>All staff to plan and deliver interventions (whole class & targeted) to address known deficits in basic skills & knowledge required for their subject area.</p>	<p>By monitoring the quality and frequency of interventions at a class level it is possible to identify successful strategies for individual students that can be replicated to maximise school-wide achievement.</p>	<p>AHT to develop a robust tracking and monitoring system for interventions that allows for evaluation and is transferable across disciplines. Interventions (and their impacts) to be discussed at Termly Standards Meetings.</p>	<p>A staff-created, success based, catalogue of successful strategies (reflected in student achievement at all levels). Measurable impacts evidenced through Standards Meetings documentation and against successive Data Drops.</p>	
<p>Funding available for Staff to buy resources and equipment for DA students.</p>	<p>DA students (and their families) may not have the resources to purchase additional materials to support student learning.</p>	<p>Ring-fenced funding available for class teachers (through Departments) to access additional support materials / resources to support QFT for DA students.</p>	<p>Monitored spending, audited and impacts measured (April 2019). Evidence shared amongst Middle Leaders to promote positive use of fund for academic year 2019-20</p>	

Pupil Premium Strategy Action Plan				
2. Targeted Support				
Aims	Rationale for the approach	Actions	Potential Outcomes / Impact	Lead
Highly effective targeted academic support for DA pupils in literacy and numeracy	Lack of progress in Literacy and Numeracy will impede progress at any stage. Collecting, and acting upon, robust baseline data identifies gaps in knowledge and skills. Addressing these deficits will improve academic outcomes as well as boost confidence and engagement.	<p>Year 7 students baseline assessed in Reading, Maths and Science in Term 1. Students identified for Literacy and/or numeracy interventions.</p> <p>Y8-10 students repeat assessed in Reading to ensure ongoing progress is continued.</p> <p>Class teachers taking responsibility for first wave intervention to in-fill missing knowledge or skills, identified through regular in-class assessment.</p>	<p>Improved standardised Reading age (Literacy interventions)</p> <p>Improved assessment scores in maths (specific numeracy interventions)</p> <p>Improved achievement of students, especially DA students, in Data drops & external assessments.</p>	
Secure success in Core subjects – minimise the need for students to have to re-sit in 'Year 12'	Taking students off site for one day to take part in intensive Maths / English workshops allows for small group work without distraction allows for focus and opportunity to build confidence	Organisation and coordination of 'conference' including venue, transport and lunch	Secured grades in English Lit / English Lang / Maths	

<p>Provide high quality IAG support for all DA students</p>	<p>Statistically, students in receipt of the PP are more likely to have lower aspirations than their peers. There is a significantly greater chance of PP students becoming NEET. Early and regular engagement with CIAG opportunities reduces this risk</p>	<p>IAG events promoted (and payment covered) to PP students</p> <p>Careers Adviza sessions prioritised for PP students (Y9 -11)</p> <p>Year 9 PP students to have opportunity for 1:1 support (with family) through Options process</p> <p>Y8-10 students targeted for University of Reading outreach programme (and similar)</p>	<p>No NEET students in 2019</p> <p>Y9 students placed on appropriate and correct courses following options process</p> <p>All PP students received at least 1 Adviza session in Years 9, 10 and 11.</p> <p>All students in Y8-10 to have experienced Higher/Further Education inspiration days</p>	
<p>Raise aspirations for PP students, in particular the most able .</p>	<p>Statistically, students in receipt of the PP are more likely to have lower aspirations than their peers. This is even more pronounced in students who are PP and HAP. Providing opportunities to raise aspirations is crucial in improving self-belief, confidence and appreciating the possibilities beyond Year 11.</p>	<p>Target Y8-Y10 students for participation in University of Reading (and similar) outreach programme.</p> <p>Identification of students' prior attainment in SIMS so all staff recognise the students in this demographic</p> <p>Priority of DA students to be included in department trips / opportunities aimed at stretching the most able.</p> <p>Ensure representation of DA students in Student Leadership posts and provide opportunities for students to represent the school (e.g. guides on Open Evening)</p>	<p>All students in Y8-10 to have experienced Higher/Further Education inspiration days</p> <p>Evidence in Lesson Obs and in books that HA students are being appropriately stretched and challenged.</p> <p>DA fully represented in Department based trips / opportunities offered to HA students.</p> <p>School Council / Senior Student Team /Guiding Teams has DA representatives</p>	

<p>Effective alternative provision arrangements and qualifications in place for relevant KS4 DA students</p>	<p>Appropriate pathways are crucial for student success. For some students that isn't found within the mainstream environment. Ensuring any alternative provision is able to cater for academic progress as well as pastoral support is more critical for DA students than their peers.</p>	<p>Ongoing work with RBC and OCC to provide opportunities for relevant students.</p>	<p>Reduced FTE and PEX for DA students.</p> <p>All students completing education to KS4 and not becoming NEET</p>	
<p>Broaden and develop the cultural capital of DA students</p>	<p>Disadvantaged 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>Seek opportunities for all students to experience a range of cultural and social experiences and for DA, financially support to promote participation.</p>	<p>Greater number of DA students participating in curricula and extra-curricular opportunities</p>	

Pupil Premium Strategy Action Plan				
3. Attendance				
Aims	Rationale for the approach	Actions	Potential Outcomes / Impact	Lead
Improve the attendance of DA students	The greatest barrier to poor attainment is poor attendance – for a variety of reasons statistically attendance of disadvantaged students is often below that of their peers.	<p>School-wide focus to improve attendance for all 2018-19.</p> <p>Targeted support and early intervention for DA students identified as having unsatisfactory attendance</p> <p>Close monitoring of known poor attenders who are DA and early intervention ‘break the cycle’</p>	Improved whole school attendance and that of DA students	MTU

Pupil Premium Strategy Action Plan				
4. Engagement				
Aims	Rationale for the approach	Actions	Potential Outcomes / Impact	Lead
Highly effective Y6 – Y7 transition programme	The transition to High School should be an exciting experience representing a fresh start filled with opportunities. For some, including those who are DA, it is often a time of angst where problems starting at Primary are exposed or exacerbated. A smooth transition process minimises the stress and worry and ensures students start High School on a path to success.	<p>Build positive relationships with feeder schools to foster an open dialogue.</p> <p>Ensure personal invites to parents for welcome evening (June) and transition Days</p> <p>Year 7 Welcome evening in Term 1</p> <p>Clear and concise paperwork for parents to promote completion including specific FSM forms.</p>	<p>Students feel reduced levels of anxiety about starting High School (PASS)</p> <p>Y7 attendance is high reflecting confidence and feeling secure.</p>	
Improve Parental Engagement	<p>Traditionally, parents of PP students have been less engaged in their academic progress than the parents of their peers. This can be linked to parents themselves having had a poor school experience.</p> <p>Fostering a positive relationship and creating an environment that is safe and welcoming is crucial in engaging such parents.</p>	<p>PP Parents receive a personal invite to school events (e.g Parents' Evening, School Show)– Form tutors make contact to promote attendance</p> <p>Prioritise contact from tutors / subject teachers following assessments to celebrate success.</p> <p>For some parents providing one point of contact at school through whom all communication is channelled.</p>	<p>Greater attendance at critical school events (Parents' Evening etc)</p> <p>Greater support for non-academic school events (Show / EdgeFest etc)</p> <p>Improved relationships with 'hard to reach' parents.</p>	

Support to DA families to remove barriers to learning	Bespoke intervention packages to support students based on personal needs thus minimising the impact and ensures students are in school and learning	Based on individual student / family needs a variety of support is available including: <ul style="list-style-type: none"> - Vouchers to support with the purchase of school uniform - Extending the FSM entitlement - Financial support for curriculum trips - Revision materials to support revision for KS4 students 	Improved attendance of DA students Greater engagement from parents Greater participation on trips and involvement in school activities
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Planned Expenditure for 2017/18 to Support Pupil Premium Action Plan

Area of Spend	Planned Spend	Costing
Staffing	Contribution to Pupil Premium Lead (within AHT remit)	£15,000
	Contribution to Data Administrative Assistant (PP specific within remit)	£3,000
	Contribution to Lit/Numeracy Intervention lead	£1,000
	Contribution to Behaviour and Attendance Leads	£10,000
Training	External speakers/INSET opportunities	£2,500
Literacy and Numeracy interventions	Thinking Reading	£10 000
	MyMaths	£500
Data Analysis	4Matrix License	£900
Holiday School / Conference	Staff delivering additional Maths, English, Science sessions for KS4 exam preparation	£5000
Financial support	Uniform assistance	£2000
	1-1 and small group intervention / tutoring	£10,000
	Academic Support (Department Bids /Access to school trip and visits / Revision resource)	£10, 000
Alternative Provision packages KS4	Contributions to alternative provision Programmes	£2000
Attendance Strategy	Outreach time, rewards	£500
Understanding Barriers to Learning	PASS assessment and associated mentoring time	£1500
Discretionary	Available to projects through year	£1800
		TOTAL: £75,700