



Summary information						
School	Maiden Erleigh Chiltern Edge		Academic Year		2018-2019	
Total CU budget	£5006	Total Y7 pupils	69	Number arriving below national	No: 23	%: 30

How we spent last year's allocation

Priority	Action	Anticipated Cost
Accurate identification of gaps in student knowledge	Completed Baseline testing (NGRT / Maths)  Maths / English / Inclusion Team to analyse and action plan support.	£1500
Identification of students	Whilst much of the support is coordinated and channelled from the English and Maths departments, all student prior attainment data is included on marksheets; This allows for all teaching staff to recognise which students will be receiving additional support and can ensure lessons are suitably scaffolded so that all students can access the material.	£1000 towards salary of data manager
Improve Reading Age	Enrol in either Thinking Reading / Lexia support programmes	£2000 towards licence

Improve Maths proficiency and confidence	Through MyMaths set specific and targeted support work. Create opportunities for identified students to utilise Computer suite at lunchtime with maths support.	£500 (software)
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How last year's allocation made a difference to the attainment of the pupils who benefit from the funding

English	No.	Above Flight Path	On Flight Path	Below Flight Path	Well Below Flight Path
Y7 Catch Up	23	6	26%	13	57%

Maths	No.	Above Flight Path	On Flight Path	Below Flight Path	Well Below Flight Path
Y7 Catch Up	23	12	52%	11	48%

Science	No.	Above Flight Path	On Flight Path	Below Flight Path	Well Below Flight Path
Y7 Catch Up	23	7	30%	15	65%

#### Comments

Particular success for the identified group in Maths where all the group are now working at or above expected level. The use of MyMaths was well established; both students, parents and teachers alike were engaged with the programme. Students reported greater confidence in maths as well as improving their basic numeracy.

The impact of an improved competence (and confidence) in Maths reflected too in Science progress where all bar one student is on, or exceeding, expectation.

In English, the students who positively engaged with the Lexia programme made excellent progress noted in improved reading age, reading speed and comprehension skill. The 4 students who are still not meeting expectations, unfortunately, did not fully engage with the programme (either during in-school intervention or from home).