



Summary information					
School	Maiden Erlegh Chiltern Edge				
Academic Year	2019/2020	Total PP budget	£70,060	Date of most recent PP Review	Jan 2020
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	Sept 2020

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 – Proposed revisions January 2020					
Action	What is the evidence and rationale for this choice?	KPIs	Date	Staff lead	Final Review
Objective 1 – Staff 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"> - Improve use of accurate assessment frameworks - Feedback (to inform planning) - Identification of PP students and knowledge of prior attainment and any potential barriers to learning/progress. <p><i>Barrier: C</i></p>	<p>Disadvantaged students are not a homogenous group and require personalised provision. What benefits PP students will benefit all students.</p>	<ol style="list-style-type: none"> 1. CPD will run at School and Trust levels, evident through CPD program. 2. There will be evidence from learning walks, observations and book scrutinies that assessment and feedback is effective. 3. Staff will be able to identify PP students in their classes and identify any individual barriers for learning. 	Ongoing	HZ	
<p>Disadvantaged students are allocated to appropriately set groups.</p> <p><i>Barrier: C</i></p>	<p>Students should be set aspirationally, according to ability not behaviour.</p>	<p>SLs will review sets, and the set lists will show that students have been moved up where appropriate.</p> <p>Student own target setting data will show that staff</p>	Ongoing	EB/HZ	

		have encouraged PP students to be aspirational.			
Objective 2 - Reduce the gap in attainment for disadvantaged students					
Small group or 1:1 tutoring will be available for students in English and Maths who are under-performing <i>Barrier: A</i>	EEF: Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Students who take part in tutoring show an increase in their DCP grade for identified subject.	Ongoing		
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		
Standards meetings used to identify emerging or existing gaps. <i>Barrier: C</i>	Early intervention led by department likely to have greatest impact.	1. Standards meetings will be used to identify areas of concern and to drive department intervention strategies. 2. There will be a reduction in attainment and gaps between PP students and non-PP students	Termly		
Purchase of support from SLEs in Core subjects where appropriate. <i>Barrier: C</i>	Quality First Teaching CPD: what benefits PP students will benefit all students.	Reduction in attainment and achievement gaps between PP students and non-PP students in subjects where SLEs used.	Ongoing		

All PP students use Show My Homework <i>Barrier: A, B</i>	EEF: schools whose pupils do homework tend to be more successful	All PP students will have accessed SMH and their parents will have been contacted with information also.	By Feb half term.		
Objective 3 - Raise Student aspirations and engagement					
PP Champion will work with PP students and will work to raise their profile with staff. <i>Barrier: C, E, F, G</i>	Levels of aspiration and engagement are more likely to be raised if there is a relentless drive.	Students know who the PP Champion is and how to access support.	Feb half term		
Implementation of assertive academic mentoring/monitoring for underachieving PP students. <i>Barrier: A, F</i>	Students supported with their workload and planning are more likely to progress. Relevant information can be shared with staff to inform planning and teaching in order that there is a joined-up approach.	Mentoring will be in place. There will be an improvement in an identified area(s).	At DCPs		
All Staff running clubs and trips will encourage DA students' participation in extra-curricular activities with financial support available if needed. <i>Barrier: C, F</i>	Some PP students have had less exposure to social and cultural experiences. Providing opportunities to take part through school can bring better	Engagement monitoring will show that PP students have engaged with extra-curricular activities at least in line with their non-DA peers.	Termly	SB	

	engagement with school, raise aspirations and develop confidence.				
Organise for Fix up seminars (or similar) to come in and run "How to revise 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 succeed. What benefits PP students will benefit all students.	Session is run and Student Voice is positive.	Easter		
PP Students receive priority support for the KS4/5 transition. <i>Barrier: E, F</i>	Some students will need additional support in identifying an appropriate destination and in applying to college.	1. ABWO for KS4 will work with identified students. 2. All students by Easter to have a confirmed destination, 0% NEETS.	Easter		
Money available for Alternative Provision for identified students who need to increase their engagement and improve their behaviour with school. <i>Barrier: D, F, I</i>	Some students will struggle to engage successfully with a full-time academic curriculum and may benefit from some additional/alternative provision.	Students who are on an Alternative Provision state that they have had a positive experience. There will be an improvement in an identified area(s).	Ongoing		
Objective 4 – Reduce gaps in attendance rate with non-PP students					
Priority calling for PP students.	Improved attendance will improve	Attendance of targeted individuals will improve.	Ongoing		

ABWO's to focus lesson 1 each morning solely on attendance, with priority to be given to PP students. <i>Barrier: D</i>	performance in school.																												
Bespoke rewards for outstanding/ significantly improved attendance for PP students. <i>Barrier: D</i>	Rewards will help motivate students to attend school.	Attendance of targeted individuals will improve.	Ongoing																										
Weekly meetings with Attendance team and AHT which will have a specific focus on PP students <i>Barrier: D</i>	PP attendance is lower as a cohort than that of their non-PP peers. Early intervention will help reduce the likelihood of persistent absenteeism	Attendance gaps will be reduced. <table border="1"><thead><tr><th colspan="4">END OF YEAR 2018/19</th></tr><tr><th>Yr</th><th>Non</th><th>PP</th><th>Gap</th></tr></thead><tbody><tr><td>Y7</td><td>96.58</td><td>95</td><td>-1.58</td></tr><tr><td>Y8</td><td>95.26</td><td>92.78</td><td>-2.48</td></tr><tr><td>Y9</td><td>95.31</td><td>93.09</td><td>-2.22</td></tr><tr><td>Y10</td><td>93.08</td><td>87.73</td><td>-5.35</td></tr></tbody></table> Attendance of targeted individuals will improve. PNs will be issued where appropriate. Attendance Officer to be trained in OCC protocols.	END OF YEAR 2018/19				Yr	Non	PP	Gap	Y7	96.58	95	-1.58	Y8	95.26	92.78	-2.48	Y9	95.31	93.09	-2.22	Y10	93.08	87.73	-5.35	Ongoing		
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Provision of pastoral counselling/mentoring	Struggles with mental health can cause attendance issues. Having appropriate	Students who are receive counselling/mentoring state that they have had a positive experience. There	Ongoing																										

<p>sessions via SOFEA and Nomad.</p> <p><i>Barrier: D, I</i></p>	<p>support available in school will help to prevent this.</p> <p>This can also support behaviour issues in certain students.</p>	<p>will be an improvement in an identified area(s).</p>			
Objective 5 - Increase parental engagement with the school and their child's academic progress					
<p>PP Champion to contact all parents in writing explaining his role and what is available.</p> <p><i>Barrier: D, E, F</i></p>	<p>In some cases improved parental engagement can raise attainment.</p> <p>If students and parents have access to all resources, this can lead to an increase in academic standards.</p>	<p>All parents contacted with advice on who the PP Champion is and how to access support.</p>	<p>Feb half term</p>		
<p>Parents of PP targeted ahead of parents' evenings and other events.</p> <p>ABWOs to identify any barriers to parental attendance at school events and devise bespoke solutions.</p> <p><i>Barrier: E, F</i></p>	<p>In some cases improved parental engagement can raise attainment.</p>	<p>Parental engagement will be in line with non-PP peers.</p>	<p>Ahead of parents' evenings and other events</p>		

Financial support: - Uniform vouchers - Trips - Materials to support and promote learning and revision <i>Barrier: G</i>	Financial deprivation is a barrier to some PP students.	Staff, students and parents will know how to access financial support. PP students will be in correct uniform.	Ongoing																																
Tutors and subject teachers to prioritise contact home following assessments to celebrate success. <i>Barrier: E, F</i>	All children and parents respond well to praise. In some cases improved parental engagement can raise attainment.	Students will report that they have had a positive call/email home.	Ongoing																																
Objective 6 – Reduce the number of students who are removed from lessons due to poor behaviour.																																			
Timely and effective intervention from inclusion mentors and pastoral team in order to prevent ALP and Exclusions <i>Barrier: I</i>	Students who misbehave can be at risk of exclusion from lessons, therefore impacting their learning.	Decrease in the number of ALPs and FTEs which will be shown in the BAS data. <table border="1"><thead><tr><th colspan="5">Year end 2018/19</th></tr><tr><th></th><th colspan="2">PP</th><th colspan="2">NonPP</th></tr><tr><th></th><th>Total Students</th><th>Total Days</th><th>Total Students</th><th>Total Days</th></tr></thead><tbody><tr><td>ALP</td><td>5</td><td>13</td><td>4</td><td>6</td></tr><tr><td>FTT</td><td colspan="4">No data</td></tr><tr><td>FTE</td><td>2</td><td>23</td><td>13</td><td>41</td></tr></tbody></table>	Year end 2018/19						PP		NonPP			Total Students	Total Days	Total Students	Total Days	ALP	5	13	4	6	FTT	No data				FTE	2	23	13	41	Ongoing		
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		PEX	1	0			
Total budgeted cost - £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