



Pupil premium strategy statement – Maiden Erlegh Chiltern Edge

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	23.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Emma Bliss
Pupil premium lead	Roddy Clark



Governor / Trustee lead	Micheel Hobbs
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,337
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 117,597



Part A: Pupil premium strategy plan

Statement of intent

At Maiden Erlegh Chiltern Edge, our goal is to use resources in the most effective and efficient way to make the greatest possible difference to the outcomes of Pupil Premium (PP) students. While we recognise that the Covid-19 pandemic has disrupted learning for all young people, we are especially mindful that its impact is likely to have been felt most strongly by PP pupils, as highlighted in the Social Mobility Commission's *State of the Nation* report (July 2021). Evidence suggests that the disruption may have undone much of the progress made over the last decade in closing the attainment gap for disadvantaged students. Our long-term aim is to provide a consistent and sustained response for all learners, with a particular focus on those from socio-economically disadvantaged backgrounds. When planning our PP Strategy, we carefully consider how chosen approaches align both with PP funding and with the school's wider improvement priorities.

Our Pupil Premium Strategy is built into the school's ongoing improvement cycle and is designed to run across three years. It includes continuous monitoring, review, and evaluation as part of an annual cycle. To ensure it is effective, we have taken time to understand the particular challenges faced by our disadvantaged pupils, looking closely at both academic needs and wider barriers to learning. This evidence has shaped the strategy so that it directly addresses these challenges.

The school has adopted the three-tiered approach recommended by the Education Endowment Foundation (EEF), the Department for Education, and Ofsted. This balances work in three key areas: improving teaching, providing targeted academic support, and implementing wider strategies. By focusing on a small number of evidence-based approaches, we are aiming to maximise impact. High-quality teaching remains the most powerful driver of student achievement, particularly for disadvantaged learners, and is therefore our top priority for PP investment. Alongside this, we recognise the value of targeted support, whether through classroom teachers or teaching assistants, using structured one-to-one or small-group interventions linked directly to classroom learning. We also take into account the wider non-academic barriers that may affect pupils' progress and have planned strategies to tackle these.

For the strategy to succeed, implementation is key. We treat implementation as an ongoing process rather than a single event, with clear, staged planning. Leaders create the conditions for success by monitoring progress closely, supporting staff, and adapting strategies when needed. Staff are given the tools and support to take ownership of



approaches, while leaders respond flexibly to new challenges as they arise, making changes based on evidence and data.

Above all, at Maiden Erlegh Chiltern Edge we are committed to fairness and equity. We understand that disadvantaged students may require additional support and are determined to close the attainment and progress gap between PP students and their peers by prioritising high-quality teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment
2	Poor attendance
3	Lack of cultural capital
4	Lack of parental engagement and family support
5	Less developed meta-cognition and self-regulation skills
6	Material poverty

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.

Intended outcome	Success criteria
<i>Ensuring all PP students have access to QFT and a broad and balanced curriculum</i>	DCP data shows a narrowing in the gap in attainment. Evidence of PP student engagement in lessons and “leaning on the learning” gathered as part of continuous improvement strategy (CIS)
Ensuring the “5-a-day” EEF model is embedded to lean on the learning of DA students.	DCP data through a narrowing in the gap in attainment. Evidence of “5-a-day” gathered as part of CIS



Ensuring all PP students can access learning	Attendance data at homework club shows increase in PP attendance Lunchtime detention data analysis for lack of equipment shows no disparity between PP and non PP students
To increase attendance of PP students	Half-termly attendance data shows a reduction in PP students who are persistently absent (below 90%)
To prioritise character development of PP students	Audit shows no gap between PP and non-PP student attendance at clubs, fixtures or enrichment opportunities
To broaden horizons and raise aspirations of PP students	PP students able to access trips, with priority given to curriculum trips. Careers action plans show an engagement in the careers process
To continue to broaden the menu of wave 3 interventions for PP students who struggle to manage emotions/behaviour in lessons	Reduction in suspensions and exclusions for PP students
Increase engagement of PP students' parents	Increase in PP attendance to parents' evenings good attendance at coffee mornings

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 57407.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all PP students have access to QFT and a broad and balanced curriculum - Provide staff with quality CPD in line with SIP	The Education Endowment Foundation (EEF) 's recent review on 'Special Educational Needs in Mainstream School' found strong evidence that	1, 5



<p>priorities. Teaching provision quality assured in line with CIS.</p> <ul style="list-style-type: none">- Delivery of high-quality lessons that “lean on the learning” of PP students- Annual PP audit as part of strategy design and review	<p>explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The EEF Teaching and Learning Toolkit suggests that effective feedback can lead to + 6 months progress. The school policy on feedback has been recently reviewed to ensure that all children, but especially PPs, are clear about ‘what they need to do to improve, and how to go about it’ (Dylan Wiliam, Education Scotland Video, 2016).</p>	
<p>Ensuring the “5-a-day” EEF model is embedded to lean on the learning of DA students</p> <ul style="list-style-type: none">- Targeted CPD using EEF model as a basis.- Staff rag-rate early September and this informs CPD over the year- Teaching provision quality assured in line with CIS.- Delivery of high-quality lessons that “lean on the learning” of PP students Annual PP audit as part of strategy design and review	<p>The Education Endowment Foundation (EEF) ’s recent review on ‘Special Educational Needs in Mainstream School’ found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of +7months progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective,</p>	1.5
<p>Ensuring all PP students can access learning</p> <ul style="list-style-type: none">- Ensure all PP students have access to correct uniform and equipment, as well as study guides and other useful resources.- PP champion to focus on raising the profile of PP	<p>Addressing material poverty will help us ensure all PP have access to the same learning opportunities as their non PP peers. This can particularly benefit the most academically able PP students (DFE 2018)</p>	6



<p>students through CPD briefings as well as liaising closely with inclusion team to identify and mitigate any other barriers to learning.</p> <ul style="list-style-type: none"> - PP attendance at homework club is promoted. - Selected KS4 students have priority access to college courses to ensure they can achieve in the wider curriculum. - Contribution to breakfast club to ensure PP students are ready for the day ahead 		
<p>Training of a mental health first aider for students as a wider responsibility with specific monitoring of PP students</p>	<p>Response to the growing issue of mental health within young people, particularly those with challenges.</p>	<p>6</p>

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

Budgeted cost: £29871.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - PPChampion recruited to shine a light on students that require additional support. - HoD Maths and English time for DIRT with select students 	<p>Evidence from the EEF shows that small group tuition is effective, with an average impact of +4 months additional progress over the course of a year. The tuition is most effective when targeted at pupil's specific needs. Therefore, effective diagnostic assessment is essential.</p>	<p>1</p>
<p>Academic mentoring sessions with HLTA</p> <ul style="list-style-type: none"> - Scrutiny of DCP data by HoYs and PP Champion. - PP Champion to create and lead on 	<p>Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes having a higher impact. Peer tutoring approaches have also been shown to have a positive impact on learning, with an average positive</p>	<p>1</p>



<p>action plan for underachieving PP students</p> <ul style="list-style-type: none"> - Priority access to reading intervention programme 	<p>effect equivalent to 5 months additional progress within an academic year. Studies have identified benefits for both tutors and tutees.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30318.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to focus on targeting PP students at risk of becoming PA</p>	<p>Nationally there is a correlation between PP students and low attendance. Students with higher attendance also have better academic outcomes. “A school’s absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus on pupil premium policy” (Social Mobility Commission: Against the Odds Research Report, June 2021, Pg 7)</p>	2
<p>AHT in charge of enrichment to audit PP engagement in clubs/trips. Action plan created and implemented for those not engaging.</p>	<p>In order to develop students into well rounded individuals, it is important to develop their cultural capital. According to OFSTED “all pupils, particularly disadvantaged pupils and those with SEND will acquire the knowledge and cultural capital they need to succeed in life”.</p>	3
<p>Contribution to trips (curriculum and enrichment) Priority access to careers advisor in Year</p>	<p>Careers education is associated with positive outcomes for young people as a range of high - quality studies have shown that what young people think about careers (particularly whether they are uncertain or confused/misaligned) (EEF, 2016)</p>	3



<p>Access to modified timetable / AP for those PP students who are struggling to access mainstream education or regulate behaviour.</p>	<p>Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p>	<p>5</p>
<p>Nurture Group to promote mental health targeting Transition into KS4</p>	<p>To build regulation skills, resilience, building relationships and confidence for vulnerable students</p>	<p>5</p>

Total budgeted cost: £ 117597



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Maiden Erlegh Chiltern Edge saw a uplift in results within DA students in 2024/2025 academic year from previous years. However, the gap between PP and Non PP disappointingly widened due to the success of the the entire cohort. Despite this the strategies put in place for PP did have an impact, but it is clear more needs to be done this academic year to narrow the gap.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.



MAIDEN ERLEGH
CHILTERN EDGE