

# Pupil premium strategy statement – Maiden Erlegh School in Reading

This statement details our school's use of pupil premium (and recovery 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	890
Proportion (%) of pupil premium eligible pupils	28%
Years this strategy relates to	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr W Graham
Pupil premium lead	Mr D Hood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,567.50
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£266,567.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We aim to use the strategy to support our values of “Aim High, Be inclusive and Work Together”. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to support Disadvantaged Pupils at Maiden Erlegh School in Reading so that they will be able to Access, Attend, Aspire and Achieve in line with, if not exceed, non-disadvantaged students. We will consider the barriers and challenges that our vulnerable young people face, such as those with social workers or that are young carers. We will strive to remove the barriers for these students to support their holistic development. As a Trust we will utilise 6 key pillars within our strategy – ‘High Quality Teaching’, ‘Reading and Literacy’, ‘Improving Attendance’, ‘Enrichment and Belonging’, ‘Social Emotional and Behavioural Support’, and ‘Raising Aspiration’.

We will utilise Quality First Teaching to ensure that all pupils are supported academically to reach their full potential. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We will aim to also support all students pastorally, with particular focus on disadvantaged, to ensure the care and support is provided to produce well rounded members of our community.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of attendance, including levels of persistent absence, prevent students from accessing learning.
2	There is a difference in final examination results between non-disadvantaged and disadvantaged students. This is growing throughout their time in school.
3	Lack of access to technology, academic and other educational materials creates gaps in learning, or restricting access to learning, compared to their peers.

4	Some students are unable to fully access learning due to behaviour incidences, lack of engagement and/or supporting SEMH/Safeguarding issues.
5	Lack of aspiration arising from low awareness of career and other opportunities.

## 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
All students to benefit from Quality First Teaching	Quality first teaching for all students will be shown in the following ways: <ul style="list-style-type: none"> <li>• Book look feedback;</li> <li>• Teaching for Excellence observation feedback forms;</li> <li>• Standards Meetings feedback;</li> <li>• Line manager meeting feedback;</li> <li>• Results of internal assessments;</li> <li>• Attendance at Teaching for Excellence and other CPD events for teaching staff</li> <li>• Final external results.</li> </ul>
Students that are unable to fully access their learning due to SEMH/behavioural difficulties are supported, utilising external agencies where required	Students will be identified by Head of Year, or other relevant staff, with both internal and external interventions utilised. Performance will be measured through: <ul style="list-style-type: none"> <li>• Reviews recorded in Provision Map.</li> <li>• Reduced suspensions</li> <li>• Feedback from providers</li> </ul>
Improved wellbeing for all pupils, including those who are disadvantaged. Students struggling with their Mental Health feel supported, utilising internal and external support as required.	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Removal of risk assessments for those affected</li> <li>• Reports and feedback from internal and external agencies</li> </ul>
Targeted academic support is implemented for those in need.	<ul style="list-style-type: none"> <li>• Standards reviews in department – all to include analysis of Pupil Premium students</li> </ul>

	<ul style="list-style-type: none"> <li>• Internal assessments e.g. LUCIDLASS where relevant</li> </ul>
Lack of resource will not prevent students from achieving	<ul style="list-style-type: none"> <li>• Students will have access to resources needed, either having these provided for them or a space to utilise resources offered in school.</li> <li>• Final external results</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A reduction in unauthorised absence in comparison to 2023/24 for all pupils, with particular focus on disadvantaged pupils</li> <li>• A reduction in persistent absence in comparison with 2023/24 for all pupils, with particular focus on disadvantaged pupils</li> <li>• A reduction in the attendance gap for disadvantaged and non-disadvantaged pupils in comparison with 2023/24</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – the continuing professional development programme supports staff with developing teaching practises. Supported through the use of the Teaching for Excellence programme, ECT programme and quality assurance programme. There is an Assistant Headteacher with specific focus on Teaching	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. <a href="#">EEF Evidence Brief</a>	2

and Learning. The EEF “5 a day” strategy is utilised in school and Mobilising Metacognition.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online intervention tools to support assessment of students and to support students learning, in particular around literacy and numeracy skills. E.g. Lucid LASS, Lexia, Rapidplus and Linguascope (new software now called Learning Village – not Linguascope). We also utilise Sparx Maths and Sparx Reader to support students further with literacy and numeracy.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>  <a href="#">EEF Evidence Brief</a> Digital technology can play a role in improving assessment and feedback. Technology offers ways to improve impact of pupil practise <a href="#">EEF Digital Technology Guidance</a>	2, 3, 4
Provision of HLTA’s in English and maths to support small groups and focus on core skills.	In class support with key groups of students maximises impact of Quality First Teaching. Teaching assistants can provide large impact on learner outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant  <a href="#">EEF - Teaching Assistant Interventions</a>	2
The provision of a homework club providing a space for students to complete their homework should this not be available in the home.	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing	2, 3

	<p>homework clubs for pupils). Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.</p> <p><a href="#">EEF - Homework</a></p>	
Introduction of a “lending library” with academic offerings for subjects to support students unable to access these themselves.	Students do not always have access to the revision materials or academic reading required.	2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Phase Leaders to support students pastorally, academically and with attendance in order to allow students to engage in learning and flourish within their education and develop themselves for their futures post-school.	<p>Targeted interventions can have positive impact on progress. The support should be tailored to pupils.</p> <p><a href="#">EEF – Behaviour Interventions</a></p>	1, 2, 4, 5

<p>Breakfast Club – a space available to ensure students can have a positive start to the day with a hot meal. This provision is open to all, however is subsidised for disadvantaged pupils.</p>	<p>There is some evidence that providing before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance</p> <p><a href="#">EEF – Menu of approaches</a></p>	<p>1, 3</p>
<p>Safeguarding team available to support all students and provide further support for those disadvantaged by utilising external agencies</p>	<p>The school has a high level of safeguarding needs and regularly supports families with referrals to external agencies and charities for those disadvantaged families that require support. Outreach work is also completed with families where required to help to allow families, and therefore our students, to receive support needed.</p> <p>In line with KCSiE, our Deputy DSL and Safeguarding and Outreach workers, works tirelessly to support our most vulnerable students and families, helping to bridge gaps that may appear between school and home. They also signpost and refer to agencies where needed in order to access schooling better, and support the young person in their area of need.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>3, 4</p>
<p>Wellbeing Lead and Wellbeing Advocate to support students with their mental health and Wellbeing with the aim to reduce the impact on learning and to support students in their wider emotional needs.</p>	<p>The number of students requiring support around mental health has increased post-COVID. Emotional and behaviour problems, if left unaddressed, often persist into adulthood.</p> <p>Early Intervention Foundation’s report on adolescent mental health</p>	<p>4</p>

	<p>found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p>	
<p>Educational Welfare Officer to support with reducing persistent absence within the cohort</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Continuation of the school's own EWO. This allows for relationship building and quick action to take place to support our young people and their families in ensuring they can attend school to access learning.</p> <p><a href="#">Framework for securing full attendance</a></p>	1
<p>Attendance officer and pastoral administrator to ensure that all students can attend school and therefore access education.</p>	<p>Both members of staff to liaise with key pastoral staff members to support students and families who struggle to attend school. To remove barriers that may appear as a result of poor attendance. To ensure statutory responsibilities are followed through for persistent absence.</p> <p><a href="#">Framework for securing full attendance</a></p>	1
<p>Inclusion Manager to bring the Inclusion team together, making clearer systems of support and triage for our most vulnerable students.</p>	<p>To support in developing key roles within the Inclusion team so that all members of staff can use their specialist skills to support student development. To operationally and strategically manage support for our young people.</p>	
<p>Hardship Fund to support with financial requests from families e.g. support with uniform, access to trips as cultural capital</p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond to the requests to support families to ensure students are equipped for learning and have access to resources to support their learning</p>	3



<p>Support with accessing musical instrument lessons as an extra-curricular activity</p>	<p>As well as being valuable in itself, arts participation can have a positive impact on education outcomes when the interventions are linked to academic targets.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p>	<p>3</p>
<p>Interventions for students who struggle to access mainstream education or those who need support with behaviour, medical or SEMH issues</p>	<p>Identified specific interventions for students to access to support the most vulnerable – for example Storyy Group, Aurora, Cranbury College. This runs alongside their learning, ensuring all students have access to their entitlement to learn.</p> <p><a href="https://www.gov.uk/government/publications/alternative-provision">https://www.gov.uk/government/publications/alternative-provision</a></p> <p>Use targeted approaches to meet the needs of individuals in your school</p> <p><a href="#">EEF - Improving behaviour in schools</a></p>	<p>4</p>
<p>Access to cultural capital. We feel strongly about the development of cultural capital at MER – we want students to experience and have the opportunities to access experiences to develop the holistic child. No barriers will be found when accessing this area – often external funding sources are found to support this, for example the Diamond Fund for Duke of Edinburgh equipment and places</p>	<p>Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips. Extracurricular activities are an important part of education in their own right.</p> <p><a href="#">EEF Menu of approaches</a></p>	<p>3</p>
<p>Work experience and careers programme. All year groups have access to information developing their knowledge around careers. This includes annual drop-down days for all year groups with a focus on careers, delivered by an external specialist company and a work experience</p>	<p>A work experience programme in KS4 in order to broaden horizons and explore aspirations</p>	<p>5</p>

programme for our Year 10 students annually. Ad-hoc work experience packages are also utilised as an intervention for students where required.		
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- *Academic results*

Results 2024

Grade 4+ in English and Maths

- Disadvantaged 40%
- Non-disadvantaged 81.8% (National 72.7%)

Grade 5+ in English and Maths

- Disadvantaged 27.5%
- Non-disadvantaged 53% (National 53.1%)

Progress 8 score overall 0.12

- Disadvantaged -0.7 (National for non-disadvantaged 0.16)

- *EBacc entry data for secondary schools*  
*54.3% of pupils entered for Ebacc against national of 40.4%*

**This review is of our PP strategy Sept 2021 – July 2024**

#### **Closing the gaps**

Lexia has been an incredibly powerful intervention and has supported a variety of students including PP, SEN and LAP students.

Tutor reading programme implemented to ensure all students have access to reading materials and develop their understanding through having reading modelled to them by the form tutor.

Within the 2023-24 academic year the Teaching for Excellence Programme is focusing on the EEF 5-a-day principal to support teaching of students with SEND (explicit instruction, cognitive and metacognitive approaches, scaffolding, use of technology and effective grouping). Staff have been given the opportunity to reflect on how consistently they embed these 'Five-a-day' strategies into their current teaching practice. The results of the review were analysed to provide a variety of training opportunities to meet

the differing needs of the staff. SIP QA learning walks are identifying evidence of the 5-a-day principles be applied successfully across all departments.

### **Raising the profile of PP pupils**

AHT had delivered training around the Pupil Premium Strategy and highlighted need to support students within school

Teacher premium funding provided for departments to utilise to support the academic progress and engagement of students. Example of the use of this; Maths has utilised this by offering revision materials for KS4, Art has utilised this through the purchase of sketchbooks and equipment required for the subject.

We make clever use of our systems to ensure that we know our students. This included identification (which can be hidden when shared with students) of who our PP students are, and then detail notes, plans and provisions they have available.

We will also regularly highlight students through briefings, training and celebrate students' success at morning address and through celebration assemblies.

### **Closing the attendance gap**

The appointment of a Safeguarding and Outreach Worker raised the engagement and support we are able to offer our students. Home visits have allowed further work with these families, improving attendance, progress and engagement in school. Not only for the student, but for the families also. This has also increased the capacity of the Safeguarding team at MER. More vulnerable and those who need support with attendance are often those who are supported by the pastoral staff at school, and mentors ensuring students feel safe in school.

Regular panel meetings take place with EWO/ AO and HOYs. EWO is employed by the school for two days a week, and is based on site which has allowed ease of access to students, and communication with families.

Phase lead team who work tirelessly with students when in school, but are also the first point of contact when students have not made it into school. They track patterns in attendance and will call home with a welfare check on the second day of absence to see if we can support in any way and encourage back to school.

### **Improving access**

Pupil Premium champions were implemented in December 2023. There was varying success with these roles due to limitations on time for those in the role, these roles are not continuing into the next academic year with the larger update to the PP strategy.

Homework Club is offered after school Monday-Thursday for 45 minutes after school, supervised by Teaching Assistant or HLTA. Held in a computer room for pupils to access computers and use of printer to help with homework.

All Pupil Premium students are offered a voucher to purchase a book at our annual book fair. Our Hardship Fund supports families with contributions towards uniform, revision guides and trips.

All students have been offered work experience, and meetings are currently being held with the WEX advisors. Clear CEIAG plan rolled out to all students. Careers meetings held with students via Trust Careers Advisor.

### **Wider strategies**

Our safeguarding team work tirelessly to support families through outreach work and support in school for students. This involves emotional support and utilises external resources and referrals such as food vouchers.

Our pastoral teams work extremely hard to ensure that students are Ready, Safe and respectful in school with a focus on the students whom are most disadvantaged. They ensure they are ready with the right equipment, uniform and in the right mindset and emotional state for learning. They work closely with our safeguarding teams to ensure that students are safe in school, but also outside of school, regularly doing welfare checks. They also ensure that where students do get it wrong, they are educated on how to get it right – we actively teach behaviours not just expect them.

Our school counsellor supports those most vulnerable and is onsite weekly. This support students SEMH needs. In addition we have a Student Support Worker specialising in mental health that completes 1-2-1 and small group work supporting students.

Pupil Premium funding utilised for the implementation of Storyy Group credit system – this has been used to introduce a trial of on-site alternative curriculum with sessions for select students around Gaming, Carpentry and Hair and Beauty, there was a mixed rate of success for these. These credit can also be utilised for Storyy Groups other offerings and allows a reduction in costs when purchased otherwise. This allows more flexibility for the school to support our students most in need of their provision through their Alternate Provision. Pupil Premium is utilised to allow access to Alternative Provisions for our students in need of this intervention – this has been used to access provisions such as Aurora, Storyy, Reading Football Club and RAW Mentoring – this allows students the opportunity to succeed in a different setting where they may have struggled in school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Bespoke alternative packages	Storyy Group
Therapeutic alternative provision	Aurora
Kerboodle	
Sparx Maths/Sparx Reader	
1:1 Tutoring	Tutor Doctor/ Winchmore tutors/ Young Giants
Mentoring	RAW Mentoring
Lexia	
RapidPlus	
Lucid Lass	
Lucid RECALL	
Lucid EXACT	
Online Learning	Academy 21
Alternative education support	Reading Football Club