

Maidstone Grammar School Pupil Premium Strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Maidstone Grammar School
Number of pupils in school	1431
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	M Tomkins
Pupil premium lead	Miss Johnson / Mr Ferguson
Governor / Trustee lead	Committee B

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,550
Recovery premium funding allocation this academic year	£ 9,384
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 85,934

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Maidstone Grammar School we aim to support all of our students to achieve their potential both academically (Inspire to Learn) and more widely (Inspire to Belong). We aim to:

- Support every student to meet their own individual academic targets in order that they can progress to their chosen “next steps” in education or beyond.
- Close the gap between disadvantaged students and their non-disadvantaged peers within the school.
- Develop an approach which is effective, consistent and sustainable within our school setting and which makes good quality teaching and learning for all a central whole school priority.

The current school strategy has evolved as a result of an ongoing process of exploring and identifying the areas where further support and intervention is required; preparing strategies and interventions to address these areas; delivering these interventions; and reflecting upon and evaluating the impact of the strategies and interventions in order to identify an effective and sustainable approach. We have firmly adopted an evidenced based approach.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistent assessment practices across the school. This is an ever improving issue at MGS, but our research has led us to firmly believe in direct feedback being the most effective strategy for PPG students.
2	Inconsistent challenge and use of the MGS Teachers’ Toolkit. Teachers feel under pressure, and in turn, classroom practices have become more teacher led and with less focus on the MGS Teachers’ Toolkit. There is a renewed whole school focus on these areas. We require additional interventions to support underperforming students at a departmental level. We also require additional opportunities for students to access high quality revision and consolidation materials independently.
3	Loss of extra-curricular and enrichment activities due to Covid and Workload. We must now focus on re-establishing this programme and widening its breadth to appeal to a wider spectrum of students.
4	Increased pastoral (including attendance and behaviour) issues and mental health issues. These have a detrimental impact on the wellbeing, progress and attainment of some students in the school, including those from

	disadvantaged / most able disadvantaged groups. There has been an increase in the number and severity of mental health and wellbeing issues during the COVID-19 pandemic.
5	Lack of financial resources – PPG students. PPG students do not always have the financial resources to purchase uniform items and access educational resources, curriculum trips etc on an equal footing with peers. This situation has been exacerbated by the cost of living crisis.
6	Lack of Sufficient Subject Knowledge and Precision. Like all students, PPG students have been disrupted by COVID, but in order to rebuild confidence, there needs to be precise understanding of lost subject matter.
7	Loss of Aspirational Educational Experiences. PPG Students have lost the face to face contact and hands on experiences with academics and employers to help them gain access to the most aspirational institutes.

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. It is expected that these aims will remain a focus over the coming two to three years.

Intended outcome	Success criteria
1. There will be consistent and high quality assessment practices across the school.	Evidence of assessment stickers in books by the end of the year in each subject area and use of tracker sheets, in line with school expectations as set out in our philosophy. Evidence of good quality, regular formative assessment so that students know how to improve- staff comments on assessed work; Evidence that students are reflective learners who use feedback to make progress- student comments in books. Evidenced by book scrutinies, learning walks, student voice, assessment data.
2. Teaching staff will be using elements of the MGS Teachers' Toolkit in lessons to engage and support students to make progress. Subject related interventions will be put in place where students are not making progress. GCSE Pod will be made available to all students to support their learning.	Evidence of use of elements of the toolkit in lessons across the school and growing confidence of teachers to use the toolkit strategies. Departments develop additional interventions to support students who are below target. Student can access GCSE pod – diagnostic evidence of students using the online resource. Evidence by learning walks. Evidenced by the growth of subject specific academic societies and student engagement.
3. A reinvigorated extra-curricular and enrichment programme which appeals to a wide range of students.	Evidence of extra-curricular clubs and enrichment activities taking place and a varied programme on offer.

	Evidence of the MGS Extra Prospectus with creative, active, service and extended learning activities on offer and evidence of student participation and take up (Club registers).
4. The school will have greater capacity and maintain the required expertise amongst staff to support students with a range of wider pastoral concerns and issues.	Evidence of referrals to our school counsellor and completed 6 week intervention programmes. Evidence of referrals to our school 1:1 Mind worker and completed 6 week intervention programmes. Exit evaluations by students indicating positive impact of support. Evidence of numbers of high level welfare and safeguarding concerns / issues which have been managed and supported by key SSD/ safeguarding staff.
5. All PPG students will be able to purchase uniform and access educational resources, activities and trips on an equal footing with non-disadvantaged peers.	Evidence of take up of MGS PPG bursary funding made available to provide financial assistance to PPG students.
6. Where needed, all PPG students will gain precise intervention with their academic subjects.	Working with ARJ as the Intervention Co-Ordinator, students will be directed to subject specialist clinics or provided access to one to one tuition to gain academic support. We have appointed specific tutors for Maths, English and Science to support our work with My Tutor.
7. The school will be able to provide PPG students with the academic experiences that will help them remain ambitious and aspirational with their plans.	Working with the newly appointed Academic Tutor, we will work in partnership with leading academic institutes and major employers to provide students with direct face to face access.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD focus on Inspire to Learn (including assessment) and the MGS Teacher's toolkit	We looked at the EEF's research on feedback and found that it has an average impact of +6 months based on an extensive evidence base, it is also very cost effective and a sustainable approach.	1 and 2
Greater use of ALPS at a whole school and departmental level to inform teaching and learning interventions.	<p><i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p> <p>THE EEF GUIDE TO THE PUPIL PREMIUM</p>	1 and 2
Invest in access to GCSE pod - an online tool which supports teaching and learning across 28 subjects. The main way it can be used is by accessing online 'pods' which are 4-5 minute films on a wide range of topics.	<p>The EEF toolkit does not offer an evidence base for this type of online learning tool. However we consider it important to offer all of our students an additional revision support tool to help them consolidate knowledge and understanding following COVID.</p> <p>https://www.gcsepod.com/impact-gcse-learning-and-revision/</p> <div style="text-align: center;"> <h3>Year 11 Impact Analysis</h3> <p>The infographic consists of three vertical bars with data points. The first bar shows '0.7 more Progress 8 points than non-users'. The second bar shows '20 Attainment 8 points more than non-users'. The third bar shows '1 grade higher per subject than non-users'. A small note at the bottom states 'Data collected from 3,528 Yr 11 students, across 24 schools'.</p> </div>	1 and 2

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

Budgeted cost: £ 28,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Departmental and Whole School Intervention programme targeting students who are not making expected progress.</p>	<p>We looked at the EEF’s research on small group tuition which has an average impact of four months’ additional progress over the course of a year.</p> <p>We note that it is most likely to be effective if it is targeted at pupils’ specific needs. Also that one to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>We have previously used Pupil Premium funding to pay for 1:1 tutoring via an external tutoring company. We have also used PPG funding to pay individual subject teachers to deliver 1:1 and small group catch up sessions. Neither of these approaches have been fully effective nor have they proved sustainable. We now have an in-house solution with an Inclusion Lead guiding our MGS Maths, English and Science Tutors. These are primarily focused on exam years, but their goal is to build a community feel where they attend feeling close, supported and cared for.</p>	<p>1 and 2</p>
<p>Academic Study Support in the library – appoint staff to support individual students in Years 7-11 with private study and revision in the school library after school with the aim of developing an afterschool “study hub” for homework and revision.</p>	<p>The intention is that individualised and small group support will be provided – see EEF research as above.</p> <p>The EEF toolkit also indicates that Homework – both the setting of tasks and having an appropriate setting for completion can have a positive impact of +5 months for a low cost. Key findings show that some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported. This was not achieved in our 2021-22 statement, but it is something we want to return to and use Old Maidstonians on Gap Years to come in and mentor those in need.</p>	<p>1 and 2</p>

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

Budgeted cost: £ 28,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and co-ordinate the School's extra curricular and enrichment programme; promote it to the MGS community; ensure staff oversight of activities.</p>	<p><i>Potential for Success- Fulfilling the promise of highly able students in secondary schools</i> This report by Dr R Montacute for the Sutton Trust, July 2018. This report recommends providing access to high quality and challenging extra curriculum activities, trips and visits. It emphasises an inclusive approach which benefits ALL students including most able / most able disadvantaged.</p>	<p>3</p>
<p>Maintain required staffing capacity in Student Services Department to meet the demands of the growing school. Continue to engage a fully qualified school counsellor and 1;1 Mind worker to meet the needs of our students.</p>	<p>Our own internal evidence shows an ongoing demand for support from in school counselling and MIND services and exit evaluations indicate that the majority of students feel a positive improvement in their well being.</p> <p>https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes</p> <p>The UCL Department of Brain Sciences website states that over 15,000 Year 7 pupils from England (2019) completed questions about their mental health and wellbeing as part of the Head-Start programme funded by the National Lottery Community Fund. Their responses, combined with information about attainment and absenteeism held in the National Pupil Database showed that the odds of persistent absenteeism were much higher for those with emotional difficulties, behavioural difficulties, and hyperactivity or inattention difficulties.</p>	<p>4</p>
<p>Ensure access that PPG students have full access to uniform, educational resources, educational and extra curricular activities and trips through the PPG bursary.</p>	<p>The EEF entry on uniform states that Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p>We have not identified evidence that providing a pupil bursary improves educational outcomes. However, the school receives increasing requests for financial support from PPG families to meet these costs and we therefore consider it an essential element of our PPG spending.</p>	<p>5</p>

Total budgeted cost: £ 83,880

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

In terms of interventions to tackle non-academic barriers to success in school such as attendance, behaviour and social and emotional support it is difficult to quantify the impact of these measures. However, we can report that:

- It is incredibly pleasing that our newer strategy with more of an academic focus is finally starting to show results. Our progress 8 measure in 2022 was +0.20 overall for the cohort, but was +0.29 for our PPG disadvantaged students - not only did they achieve in line with other students, they exceeded Non-Disadvantaged students.
- Our fully qualified school counsellor provided over 200 1:1 counselling sessions to 37 students from across the school and including students from the PPG group.
- Our MIND worker provided 1:1 MIND sessions to 23 students from across the school and including students from the PPG group.
- PPG funding also continues to support additional staffing capacity in the school's Student Services department. This provided the MGS Safeguarding Team with additional capacity required to respond to 236 safeguarding referrals or concerns last academic year.
- The school provided over £5,000 in PPG bursary payments in response to parental claim forms to help disadvantaged students purchase school uniform, educational resources and to take part in activities.