



Maidstone and Malling AP School Pupil Premium Strategy

Date: 1st September 2019

Date of Management Committee Ratification of Pupil Premium: September/October 2019

Date of Next Review of Pupil Premium: September/October 2019

Academy Lead for Pupil Premium: Mrs Hamer, EHT.

Background:

Pupil Premium funding is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2018/2019 the Pupil Premium has a value of £935 per eligible pupil in secondary education (£2300 for those who are looked after or adopted from care). Neither the government nor any government agency has dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies which narrow the attainment gap between the highest and lowest achieving pupils, and which enable eligible pupils to thrive, particularly if they demonstrate high ability.

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Pupil Premium Profile 2019/20

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
8	1	0	1	50%
9	1	1	2	33%
10	2	7	9	82%
11	3	9	12	60%

Overview of Maidstone and Malling APs Strategies for improving the performance of pupils who are disadvantaged

At Maidstone and Malling, the main barriers to educational achievement that disadvantaged pupils in our school face are:

- Low attendance rates
- Absence gaps in education (average 17 weeks) □
- Poor home learning environments.
- Anxiety when working in group situations due to lack of confidence/ability in core subjects
- Social and/or emotional difficulties
- Poor mental health/complex family situations
- Poor literacy and numeracy levels on entry to the school.
- Lack of resilience.
- Low parental engagement
- Social housing
- Social services involvement
- Poor behaviour; lack of engagement and/or aspiration.
- Lack of organisation and/or poor work ethic.
- Lack of access to educational resources-books, ICT etc.
- Lack of ability to fund educational visits and enrichment activities.

We will spend our pupil premium funding in the following ways to address these barriers.

- Staffing to allow for smaller intervention classes to run in KS3 and KS4 – core subjects
 - Peer tutoring
 - Designation of a Pupil Premium Champion to track and mentor students
 - A designated PP management committee member to support and challenge the school
 - Funding for booster revision classes.
 - 1:1 intervention in core subjects for all Looked after Children.
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- Pastoral support staff to support students and to ensure there are increased referrals to outside agencies such as Early Help and more home visits to students struggling with attendance.
- Appointment of a mental health worker
- Gain qualification in-house to assess for access arrangement verification
- Financial support to help subsidise trips and/or educational visits.
- Outreach worker to support poor attendance/re-integration

Our rationale for spending the money in this way is:

- Maidstone and Malling AP uses research from the Education Endowment Foundation (EEF) to select interventions that have a significant impact.
- Bespoke interventions, high quality teaching and learning and feedback and tutoring also have significant gains as evidenced by EEF
- Strong pastoral systems are also highlighted as effective interventions by EEF
- The school also works collaboratively with other schools to share good practice
- The school is also a PIXL (Partners in Excellence) member and we use many of their successful strategies and have used their tracking and monitoring systems to improve our own
- The school will have regular reviews to analysis and evaluate the impact of interventions.

**Pupil Premium Funding – the total funding received by
Maidstone and Malling AP**

2017- 2018

Funding Stream

Amount (£)

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£935 per pupil is ring fenced from the money received from schools - Place per pupil (18,000).	13,000
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2018 - 2019	
Funding Stream	Amount (£)
£935 per pupil is ring fenced from the money received from schools - Place per pupil (18,000).	£15895
LAC - £2300	£2300
Total	£18195

2019 - 2020	
Funding Stream	Amount (£)
£935 per pupil is ring fenced from the money received from schools - Place per pupil (18,000).	24 x £935 £22,440
LAC - £2300	£2300
Total	£24,730

At Maidstone and Malling, the Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of improving the academic outcomes and broader educational experience of our pupils who are most disadvantaged. This includes investment in both academic and pastoral strategies. A breakdown of the 2017/18 expenditure is shown below, together with its impact on outcomes for pupils eligible for Pupil Premium funding:

A breakdown of the expenditure for the year 2018/2019 is shown below, together with its impact:

PP Improvement Strategy 2017/18	Amount (£)	Description	Evidence of Impact						
Peer tutoring	£560	<p>To provide ongoing pastoral support for vulnerable students Encouragement to see the importance of education from a peer. Support to close gaps in subject areas</p> <p>To support students attaining good grades in English and mathematics. Targeted reading aloud and book discussion to improve reading age. Raise aspirations, increasing attendance, reduction in behaviour logs</p>	<p>A year 11 student applied to same 6th form as peer tutor 2018/19</p> <p>Two current year 11s are discussing their ability and how they can go back to mainstream to a 6th form if they work hard.</p> <p>P8 much improved for PP students Low cost, high impact (EEF)</p>						
Hardship, welfare and enrichment fund	£1,000	To provide financial support for PUP students-travel, and trips and revision materials, school uniform bought for vulnerable students	All pupils wearing new school uniform. 100% attendance to revision classes						
To ensure all PP students have access to mathematics tuition	£7,000	<p>Intensive support in mathematics, to give mathematics confidence to disadvantaged pupils or those who are behind their peers.</p> <p>To raise the number of PP students achieving 4 + in Maths</p>	<table border="1"> <thead> <tr> <th colspan="2">PP Maths</th> </tr> <tr> <th>2018/19</th> <th>2017/18 P8</th> </tr> </thead> <tbody> <tr> <td>-1.54</td> <td>-2.01</td> </tr> </tbody> </table> <p>Moderate cost, high impact (EEF)</p>	PP Maths		2018/19	2017/18 P8	-1.54	-2.01
PP Maths									
2018/19	2017/18 P8								
-1.54	-2.01								

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Family and Friends/Pastoral support	£3450	To improve parent/carer engagement, social interaction and to develop our community links. Enhance the work of the pastoral support outlined in 2017/18 and in addition the support worker to hold attendance clinics to further support parents –improvement		2016/17	2017/18	2018/19
			PP	54.6%	42.5%	62.8%
			Non PP	49.5%	50.1%	62.0%
			Moderate impact, moderate cost (EEF)			
PiXL unlock vocabulary	£227	Intervention in spoken language and verbal interaction To develop stronger comprehension and reading skills Extending pupils' spoken vocabulary. The use of purposeful, curriculum-focused, dialogue and interaction Low cost, moderate impact (EEF)	This app was purchased but was not used. It was trialled by Eng teacher but deemed ineffective.			
Revision classes	£480	To provide support and prepare students for external examinations. Support includes: Revision of subject content, exam technique and skills. Some sessions will be aimed at students who need to complete or improve coursework.	Improved % grade 9-4 inc. English and mathematics. To ensure all students to increase progress across all subjects.			
				2018/19	2017/18	2016/17
			Progress 8 Score	-2.39	-2.62	-3.32

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To designate a Pupil Premium Champion to monitor progress review termly to co-ordinate resources effectively	TLR-£2000	<p>To select a member of staff to support leadership with PP work</p> <p>Increased attendance of PP students Progress and attainment increase at KS4 for students</p>	<p>Although not formally recruited our PP tutor was more than budgeted for and therefore this funding was moved to supplement the loss incurred.</p> <table border="1" data-bbox="1341 320 2047 421"> <tr> <td></td> <td>2018/19</td> <td>2017/18</td> </tr> <tr> <td>Pupil Premium</td> <td>-1.68</td> <td>-2.96</td> </tr> </table>		2018/19	2017/18	Pupil Premium	-1.68	-2.96
	2018/19	2017/18							
Pupil Premium	-1.68	-2.96							
To ensure that the LAC student has booster tuition	£816	<p>During the 12 week placement the LAC student should be provided with booster tuition and mentoring support Positive outcomes in relation to baseline assessment Improved attendance</p>	<p>A collapsed timetable was put in place, 1:1 sessions with a mixture of KS3 PE</p> <p>The student returned to mainstream</p>						
Incremental coaching	£2678	<p>Incremental coaching is a regular, frequent and ongoing cycle of observation and action based conversations that helps teachers develop specific aspects of their practice. Combines short sessions of observation and action-based conversations.</p> <p>Focuses on one action-step each week Fits within existing timetables and remains separate from performance management</p>	<p>Predictions were far more accurate this year:</p> <table border="1" data-bbox="1328 746 1805 863"> <tr> <th>Actual P8</th> <th>Predicted P8</th> </tr> <tr> <td>-2.39</td> <td>-2.41</td> </tr> </table> <p>This indicates that the developmental work from a T & L point of view has been beneficial.</p> <p>Moderate cost and high impact (EEF).</p>	Actual P8	Predicted P8	-2.39	-2.41		
Actual P8	Predicted P8								
-2.39	-2.41								
Total Expenditure	£18,211								

PP Improvement strategy for 2019/20 can be viewed in the table below. Where necessary strategies that did not have the desired impact will be removed and if necessary and within budget new strategies will be considered.

PP Improvement Strategy 2019/20	Amount (£)	Description	Projected Impact
Peer tutoring	£560	<p>To provide ongoing pastoral support for vulnerable students Encouragement to see the importance of education from a peer. Support to close gaps in subject areas</p> <p>To support students attaining good grades in English and mathematics. Targeted reading aloud and book discussion to improve reading age. Raise aspirations, increasing attendance, reduction in behaviour logs</p>	<p>To support students attaining good grades in English and mathematics Targeted reading aloud and book discussion to improve reading age Raise aspirations Increasing attendance Reduction in behaviour logs</p> <p>Low cost, high impact (EEF)</p>
Hardship Fund	£1,000	To provide financial support for PUP students-travel, and trips and revision materials	Access to all offered trips Access to revision resources
To ensure all PP students have access to mathematics + English tuition	£12,247	<p>Intensive support in mathematics + English To give mathematics + English confidence to disadvantaged pupils or those who are behind their peers.</p>	<p>To raise the number of PP students achieving 4 + in English and Maths</p> <p>Moderate cost, high impact (EEF)</p>

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<p>Pastoral support/Families</p>	<p>£3450</p> <p>£3500</p>	<p>To improve parent/carer engagement, social interaction and to develop our community links.</p> <p>Employ SEAAS</p>	<p>Enhance the work of the pastoral support outlined in 2018/19 and in addition the support worker to hold attendance clinics to further support parents –improvement in attendance and achievement outcomes</p> <p>Moderate impact, moderate cost (EEF)</p>
<p>Revision classes</p>	<p>£480</p>	<p>To provide support and prepare students for external examinations.</p> <p>Support includes: Revision of subject content, exam technique and skills.</p> <p>Some sessions will be aimed at students who need to complete or improve coursework.</p>	<p>Improved % grade 9-4 inc. English and mathematics. to ensure all students to increase progress across all subjects.</p>
<p>To ensure that the LAC student has booster tuition</p>	<p>£816</p>	<p>During the 12 week placement the LAC student should be provided with booster tuition and mentoring support</p>	<p>Positive outcomes in relation to baseline assessment Improved attendance</p>

Incremental coaching	£2678	Incremental coaching is a regular, frequent and ongoing cycle of observation and actionbased conversations that helps teachers develop specific aspects of their practice	Combines short sessions of observation and action-based conversations Focuses on one action-step each week Fits within existing timetables and practice Supports a school's teaching principles Remains separate from performance management Self-Reflection questionnaire – all staff Moderate cost and high impact (EEF).
Total Expenditure	£24,740		

Maidstone and Malling Alternative Provision Results – Attainment 8 and Progress 8

New school accountability measures are as follows:

- Attainment 8
- Progress 8
- Gap between PP and non – PP students

The table below provides headline figures for pupils who are disadvantaged. These pupils attract pupil premium funds. The headlines cannot be compared to national average outcomes for pupils who are non-disadvantaged as the school does not teach subjects in bucket 2 which are included in the calculations. However, the outcomes when compared year on year will indicate a downward or upward trend for analysis and evaluation. The national average gap for 2016/17 was -0.4 and for 2017/18 the gap was -0.5 and as such the gap can be used for accurate analysis.

Headline Measure	2018 – 19 Disadvantaged Outcomes	2018 – 19 Non Disadvantaged	2017 – 18 Disadvantaged Outcomes	2017 – 18 Non Disadvantaged	2016-2017 Disadvantaged Outcomes	2016-2017 Non Disadvantaged
Attainment 8	18.42	16.39	9.94	13.64	1.33	5.29
Progress 8 Score	-1.66	-2.72	-2.96	-1.94	-3.55	-3.26
Indicator of gap in relation to national figures for academies	P8 score has improved significantly for PP students when compared to previous years. NPP is		P8 score has improved for PP students than 17/18 at same stage but NPP is lower		Although P8 score has improved the gap between PP and non PP is below average	

	significantly lower					
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