

Pupil premium strategy statement (Secondary)

School overview

| Metric | Data |
|---|----------------------|
| Maidstone and Malling Alternative Provision | Alternative Provider |
| Pupils in school | 49 |
| Proportion of disadvantaged pupils | 21% |
| Pupil premium allocation this academic year | £18,300 |
| Academic year or years covered by statement | 2022 – 2023 |
| Publish date | January 2023 |
| Review date | January 2024 |
| Statement authorised by | Mrs Stacie Smith |
| Pupil premium lead | Ms Pauline Blayney |
| Governor lead | Mrs Tina Hamer |

Disadvantaged pupil performance overview for last academic year

| | |
|---------------------------------|-------|
| Progress 8 | -2.11 |
| Ebacc entry | 0% |
| Attainment 8 | 16.14 |
| % Grade 5+ in English and maths | 0% |
| % Grade 4+ in English and maths | 0% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|---|--|-------------|
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2022/23 demonstrated by: · Increase help and support from attendance officer and other agencies. | August 23 |
| Improve reading comprehension among disadvantaged students | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should | August 23 |

| | | |
|---|---|-----------|
| | also have recognised this improvement through engagement in lessons and book scrutiny | |
| Improve metacognitive and self-regulatory skills among disadvantaged pupils across all subjects | Teachers reports and class observations. Also, engagement in lessons and book scrutiny by assessments and monitoring across all classes and subjects | August 23 |
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, | By the end of our current plan in 2024/25, 10% or more of disadvantaged pupils will obtain Grade 3 or above in the core subjects including Functional Skills | July 24 |
| To achieve and sustain improved well-being for all pupils, including those who are disadvantaged. | <p>Sustained high levels of wellbeing from 2022/23 demonstrated by: -</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. <p>A significant increase in participation in enrichment active-ties, particularly among disadvantaged pupils</p> | July 23 |

Teaching priorities for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Enhancement of our Maths and English teaching and curriculum planning in line with EEF guidance |
| Priority 2 | Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. |
| Barriers to learning these priorities address | Gaps in knowledge and skills Anxiety that prevents metacognition Fear of failure |
| Projected spending | £6000 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. |
| Priority 2 | Engaging with various programmes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. |
| Barriers to learning these priorities address | Health or physical need of the pupil to access additional support. Low levels of parental support relating to attendance. |
| Projected spending | £6,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Adoption of a cognitive behavioural approach for pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with other PRU's and teacher release time. |
| Priority 2 | Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance / support officers will continue to improve attendance |
| Priority 3 | Contingency fund for acute issues. |
| Barriers to learning these priorities address | Risk assessments |

| Measure | Activity |
|--------------------|--|
| | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. |
| Projected spending | £23735 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | <p>Ensuring enough time is given over to allow for staff professional development, teachers may have to teach outside of their specialist area.</p> <p>Keep up to date with latest guidance surrounding tackling disadvantage</p> | <p>T & L calendar is well planned making full use of training sessions to enhance quality first teaching.</p> <p>SLT to disseminate findings and strategies to teaching and non-teaching staff following training and courses</p> |
| Targeted support | <p>Ensuring enough time for school core subject-leads develop metacognition strategies, enhance SoW – vocabulary acquisition decoding of language to support small groups or 1:1</p> <p>Recruiting good quality teachers</p> | As above |
| Wider strategies | <p>Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p> | <p>To set up after school clubs for pupils and enrichment activities such as sport and cultural visits. To provide breakfast and lunch for pupils including support during the holiday and when necessary. This supports friendships between pupils and school. Dedicated member of staff's area available to support pupils with anxiety and mental health issues</p> |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|-----------------------------|
| Achieve similar progress made by disadvantaged pupils amongst similar schools | Achieved |
| Achieve national average for attainment for disadvantaged pupils | Data not published for PRUs |
| Achieve average English and maths 5+ scores for similar schools | Data not published for PRUs |