



Believe, Achieve, Succeed

Maidstone and Malling AP School Pupil Premium Strategy

Date: 22nd January 2021

Date of Management Committee Ratification of Pupil Premium: March 2021

Date of Next Review of Pupil Premium: September 2022

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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 2019/2020 the Pupil Premium has a value of £935 per eligible pupil in secondary education (£2,300 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.

Maidstone & Malling Alternative Provision do not directly receive PP funding from the local authority, but have produced a local service agreement starting in September 2020 for a period of two years, with each participating mainstream school agreeing to devolve the PP funding to MMAAP, on a prorated payment for every child they refer to the provision in KS4. This payment is invoiced on a termly basis. Intake into the Maidstone & Malling

Alternative Provision is on a rotational basis and therefore a ring-fenced allocation of £15,000 has been allocated to support pupil premium for 2020 to 2021.

Maidstone and Malling AP School's Pupil Premium Profile 2018/2019

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
7	0	0	0	0%
8	0	3	3	100%
9	1	2	3	50%
10	3	7	10	67%
11	1	3	4	44%

Maidstone and Malling AP's Pupil Premium Profile 2019/2020

Year Group	Number of girls eligible	Number of boys eligible	Total number eligible	Total as a % of Year Group
7	0	1	1	50%
8	1	1	2	66%
9	0	1	1	50%
10	2	6	8	66%
11	3	13	16	62%

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

At Maidstone and Malling Alternative Provision, the main barriers to educational achievement experienced by our disadvantaged pupils are:

- Poor literacy and numeracy levels on entry to the school
- Anxiety when working in group situations due to lack of confidence/ability in core subjects
- Social and/or emotional difficulties
- Poor mental health
- Lack of resilience
- Low attendance rates
- Absence gaps in education (average 17 weeks)
- Poor home learning environments
- 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
- Designation of a Pupil Premium Champion to track and mentor pupils
- A designated PP management committee member to support and challenge the school
- Funding for booster revision classes
- Funding for additional catch-up sessions as a result of the COVID-19 pandemic
- Retention of specialist teachers and Teaching Assistants to support disadvantaged pupils
- 1:1 intervention in core subjects for all Looked after Children
- Participation in careful organised wellbeing activities that increase the child's cultural capital and life experiences

- Pastoral support staff to support pupils and to ensure there are increased referrals to outside agencies such as Early Help and more home visits to pupils struggling with attendance
- Enhancing the school library and commitment to the establishment of a reading and spelling programme for all pupils
- Buy in access arrangement verification
- Financial support to help subsidise trips and/or educational visits
- Support with school transport to increase attendance levels
- Access to technology in order for each child to engage in remote learning
- MMAP aims to close the gap between the achievement of our pupils and their peers both within the school setting and nationally
- MMAP will provide additional educational support to improve progress and raise the standard of achievement for each pupil. This could be via an individual or whole school support programme
- MMAP will ensure that any funding received for PP reaches the pupils who needs it most and that it makes a significant impact on their education and lives
- MMAP will ensure that as far as practically possible, PP funding will be used to address any underlying disadvantages between pupils who are classified as Pupil Premium and others who are not.

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 will have regular reviews to analyse and evaluate the impact of interventions.

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

2019 - 2020

Funding Stream	Amount (£)
£935 per pupil is ring fenced from the money received from schools - Place per pupil (18,000).	£15,895
LAC - £2,300	£2,300
	£18,195

2020 - 2021

Funding Stream	Amount (£)
Invoiced Prorated PP from Mainstream school. Ring-Fenced £18,350 for this academic year.	£18,350
Total	£18,350

At Maidstone and Malling Alternative Provision, 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 2019/20 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 2019/2020 is shown below, together with its impact:

PP Improvement Strategy 2019/20	Amount (£)	Description	Evidence of Impact
Peer Mentoring Support		Provide a peer mentor to support pupils with their Maths and English and SEMH.	Bookable 1 to 1 mentoring slots provided confidence and support to increase Maths and English grades

			and social support for SEMH and attendance issues.
1 to 1 PP catch up sessions in Maths and English		Provide 1 to 1 tutoring support for Maths and English. Dedicated timetabled lessons and additional sessions afterschool.	To raise the number of PP students who access GCSE Maths and English and obtain grade 4 qualifications.
Introduce Metacognition framework within school		Provide training for all staff on metacognition allowing them to develop methods of delivering their subject specialism in a way pupils understand.	Increased motivation in pupils as they begin to feel more in control of their own learning. Active and engaged pupils in lessons and an increase in GCSE/Btec pass rates for all PP pupils.
Closing the vocabulary Gap for all students		Provide full training to all staff which enables them to increase their ability to communicate effectively.	Greater understanding of language and vocabulary across all subjects areas, increasing access to learning, resulting in enjoyment and engagement in learning and improved exam results.
Introduction of the Literacy Handbook for teachers		Training all teachers on how to deliver literacy within their subject areas, to support pupils with improving their reading and spelling ages and overall literacy level.	To show academic improvement from baseline assessment in reading and spelling. Overall increase in GCSE grades for all pupils. More pupils obtain grade 4 in English and Maths.

PP Improvement Strategy 2020/22	Amount (£)	Description	Projected Impact
Welfare and enrichment fund		The Headteacher oversees this budget and uses it to fund resources and educational enrichment trips for all disadvantaged pupils.	Provides uniforms FOC for disadvantaged families. Trips offered to all PP students. Revision resources purchased for all PP students. Increase in the cultural capital experiences of pupils.
Progression route support, including identification of onward progression routes		Fully integrated careers support including additional 1 to 1 work for all students. Support in new learning environment.	Early identification of those pupils at risk of being NEET. Assistance with bursaries, interview clothing and personal support for all vulnerable pupils. Pastoral careers interventions post 16.
Ensure that MMAP sources resources for wider SEND issues		Provide and purchase additional resources of coloured overlays, reading pens and access to technology to support all pupils.	All children will have the support resources to assist them with increasing their engagement and achievement and not be disadvantaged from other pupils within school.
Provide hot meals for all pupils within school on a daily basis. To support healthy lifestyles.		Design and implement a menu for weekly lunch time using fresh health options for all children.	All pupils within school will be able to have access to a hot healthy meal daily. Learn social skills and build relationships with peers and staff.
Invest in Safeguarding Team Development		Train additional DSL's to support pupils and families. Safeguarding team to work alongside stakeholders and CSS	Stronger more knowledgeable safeguarding team in place providing holistic support for all children, families and staff. Pastoral support

		to refer to relevant support services.	Manager to work with families, strengthen support and building strong relationships.
Reading and Spelling Strategy		Create and resource a school library to develop pupils love for reading and commence spelling and reading sessions in daily tutor time.	Pupils are able to access a wide range of texts and spelling and reading levels increase across school.
Develop a Parent Forum		Hold monthly parent forums with guest speakers to offer support and guidance to struggling families.	Support forum established that offers advice and support for all children and their families. Helps identify areas where more assistance and support is required, referrals to key stakeholders.
To ensure that all PP students have access to 1 to 1 Maths and English tuition.		Intensive support in Maths and English. Provide confidence to disadvantaged pupils' ad those who are at a lower level than their peers.	To raise the number of PP students receiving 4+ in English and Maths.
Designate a Pupil Premium Lead to champion progress and review termly and co-ordinate resources effectively.		To select a member of SLT to be the designated lead for Pupil Premium across school.	Increase the attendance and identify appropriate support for all PP students. Increase progress and attainment for all KS4 children.
Incremental Coaching		Incremental coaching is a regular, frequent ongoing cycle of observation and action based feedback that help teachers develop	Identification of developmental areas identified during informal lesson observations and learning walks. This practice is separate from formal performance management and gives a

		specific aspects of their teaching.	critical eye to the teacher to enable continual improvement.
Total Expenditure			

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

		<p>Pupil Referral units do not report outcomes in the same way as mainstream school, however to show accountability the following measures are considered:</p> <ul style="list-style-type: none"> • Attainment 8 • Progress 8 • Gap between PP and non – PP students <p>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.</p>				
Headline Measure	2019 to 2020 Non Disadvantaged	2019 to 2020 Disadvantaged	2018 to 2019 Non Disadvantaged	2018 to 2019 Non Disadvantaged	2017 to 2018 Disadvantaged Outcomes	2017 Non Disadvantaged
Attainment 8	19.35	16.13	6.05	10.19	6.73	5.4
Progress 8 Score	-2.44	-2.30	-2.98	-3.13	-3.33	-2.72
Indicator of gap in relation to national figures for academies			P score has improved for PP students than 2017/18 at the same stage but non PP is lower		Although Progress 8 score has improved the gap between PP and non PP, PP is below average	

