

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
Maidstone and Malling Alternative Provision	Alternative Provider
Pupils in school	52
Proportion of disadvantaged pupils	59%
Pupil premium allocation this academic year	£15,000
Academic year or years covered by statement	2023 – 2024
Publish date	January 2024
Review date	January 2025
Statement authorised by	Mrs Stacie Smith
Pupil premium lead	Ms Pauline Blayney
Governor lead	Mr. Andrew Crittenden

Disadvantaged pupil performance overview for last academic year

Progress 8	-1.72
Ebacc entry	92%
Attainment 8	17.85
% Grade 5+ in English and maths	0%
% Grade 4+ in English and maths	8%

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 2023/24 demonstrated by: Increase help and support from attendance officer and other agencies.	August 24
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	August 24

	peers. Teachers should 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 24
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 2023/24 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 24

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 teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. This will be made using a variety of approaches to engage the pupils
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 institutions 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.

Measure	Activity
Barriers to learning these priorities address	<p>Risk assessments</p> <p>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.</p>
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