



Pupil Premium Strategy Statement

School: Maidstone Grammar School

1. Summary information					
School	Maidstone Grammar School				
Academic Year	2020/2021	Total PP budget:	£57,880	Date of most recent PP Review	Jan 2021
Total number of pupils	1382	Number of pupils eligible for PP	80	Date for next internal review of this strategy	March/April 2021

2. Attainment: Public examinations did not take place for Year 11 in Summer 2020 with Centre Assessed Grades awarded instead, however, we have still tracked their progress through ALPS. At A-Level, we went from an ALPS of 5 to ALPS 2 (top 10% Value Added Nationally). This is true for PPG and non-PPG students. At GCSE, ALPS QI8 (Progress 8 Equivalent) went from an ALPS 3 to 2. For PPG students, we went from ALPS 6 to 2. It is fair to say that these results are inflated/not moderated nationally due to COVID-19, but there is clear improvement.		
	<i>Pupils eligible for PP (MGS)</i>	<i>Pupils not eligible for PPG (MGS)</i>
KS4 Progress 8 measure 2018/2019	-0.45	+0.17
KS4 Progress 8 measure 2017/2018	-1.12	-0.12
KS4 Progress 8 measure 2016/2017	-0.71	+0.17
Attainment 8 score average (from 2018/19)	55.3	65.4
Attainment 8 score average (from 2017/18)	53.1	62.1

3. Barriers to future attainment (for pupils eligible for PP including high ability)
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>

A.	Inconsistent work ethic and academic motivation amongst some students, including those from disadvantaged / most able disadvantaged groups. There is also an issue with aspirations which need to be raised for some. Inconsistent knowledge and understanding of study skills and revision techniques.
B.	Inconsistent levels of marking and feedback, challenge and differentiation in some subject areas to meet needs of all students including disadvantaged / most able disadvantaged.
C.	Pastoral and mental health issues which have a detrimental impact on 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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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 during the COVID-19 pandemic which has had an adverse financial implication for many families. In addition, some disadvantaged students have not had appropriate IT to access online learning during lockdown periods.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved work ethic and academic motivation and increased aspiration amongst ALL students. Improve knowledge and understanding of study skills and revision techniques across student body. Students will be using higher outcomes to access a greater variety of options when leaving school.	Improvement in Progress 8 and Attainment 8 measures for whole school including students from disadvantaged groups. Increased number of students have knowledge and understanding of study skills including via structured programme of activities in tutor time.
B.	There will be regular and high quality assessment and feedback for ALL students. Appropriate challenge and differentiation will be provided. There will be improved tracking and monitoring of student progress / attainment (including those from disadvantaged/target groups). The growth of ALPS targets will increase challenge for all students across all year groups. There will be a more systematic approach to interventions by subject teachers, Heads of Department, Heads of Houses and SLT. CPD training will high quality feedback and assessment.	Monitoring (e.g. through learning walks, lessons observations and work scrutinies) will show evidence of regular and high quality assessment and feedback, challenge and differentiation. Enhanced tracking / monitoring of all students (by Heads of Department, Heads of House and SLT) will be in place. All teaching staff will be aware of underperforming students including off target students in key target groups. Staff will put interventions in place to support underperforming students and these will be discussed and evidenced via Line Management Meetings between Heads of Department and SLT. CPD training programme will include a focus on high quality feedback and assessment. Improvement in Progress 8 and Attainment 8 measures for whole school (including students from disadvantaged groups).
C.	There will be well developed provision in school to support students with pastoral, mental health and wellbeing difficulties. Students will be able to access in school support in a timely manner. Improved sense of personal well being amongst the student affected.	The Student Services Department and school counsellors will have sufficient capacity to meet student demand. There will be a structured system for referrals to counsellors. Students will provide qualitative feedback which indicates that the provision is valued and worthwhile.
D.	All PPG students will be able to purchase uniform and access educational resources, curriculum trips etc on an equal footing with peers. The school will ensure that disadvantaged students have appropriate IT equipment / suitable device to access online learning, topping up DFE laptop allocations where required.	Evidence of take up of the PPG bursary by PPG students throughout the year. Students able to access online learning using appropriate technology / devices during lockdown periods.

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5. Planned expenditure

Academic year

2020/2021

The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of Teaching for All

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A: Students will feel both inspired with the knowledge of what they can achieve, but more importantly, empowered with the tools to achieve their goals. This remains true during the COVID-19 period and beyond it. Students will feel confident in using the resources provided and will utilise them both independently and with staff to reach their potential.</p>	<p>We have chosen to make a significant investment in ALPS to set targets and analyse performance, as well as extensive purchases of study guides. This has become a combined approach this year with the COVID-19 catch up funding, which has supported this strategy by investing in PiXL Independence, ZigZag and two TLR positions to run interventions and monitor impact. We must also look at specialist tuition.</p>	<p>Having invested in one to one tutoring before, we felt that this approach put more emphasis on the one to one tutoring than that, and in turn, had more impact. We are continually finding that the management of resources is a recurring issue and the investment in study guides and PiXL provides a solid starting point at any time. At the same time, ALPS really does help the students better understand their potential, and hold us to account to make sure they reach this. It makes the analysis and engagement with their performance continual. We felt the tutoring ticked a box, but didn't actually have the impact.</p>	<p>The management of ALPS the responsibility of the SLT and Heads of Department. It is a continuous agenda item. The investment in COVID-19 catch up co-ordinators also increases physical capacity.</p>	RJF	<p>Budgeted cost: £29,907</p> <p>The current performance and the impact of our strategy is reviewed four times a year (at key data entry points).</p>
<p>A: Students using higher outcomes to access greater variety of options when leaving school.</p>	<p>Alongside the growth in terms of academic support, we are expanding our provision of aspirational support via parental information, support sessions, tutorials and assemblies.</p>	<p>We have to look at strategies that underpin the motivations of all students and see that through the enhanced support, it unlocks new pathways that they didn't believe were achievable previously.</p>	<p>Although implemented by the Head of Key Stage 4, this is overseen by the Curriculum Deputy Head.</p>	RJF	<p>This continually reviewed, with a particular focus during the UCAS process and after A-Level results.</p>
<p>B: MGS will have a high quality CPD programme that is effective in train all stakeholders in the theories of impactful intervention, greater depth of learning, effective assessment and more besides. The theory underpins and evidences the intent, but the focus is on action.</p>	<p>The approach is about upskilling all teachers, Heads of House, Heads of Department and SLT on the skills that are required to make a difference 'on the ground.'</p>	<p>We are highly self-critical and continually review our provision. We know the weaknesses that stop students progressing, and they fundamentally revolve around intervention, teaching and effective assessment.</p>	<p>Assistant Head in charge of CPD and T&L appointed, overseen by Curriculum Deputy Head.</p>	RJF	<p>The current performance and the impact of our strategy is reviewed four times a year (at key data entry points). We also have a cycle of continually</p>

ii. Pastoral Support / Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>C: Maintain well developed provision in school to support students with pastoral, mental health and wellbeing difficulties, including during and after the COVID-19 period. Students will be able to access in school support in a timely manner leading to an improved sense of personal well-being amongst the student affected.</p>	<p>Maintain increased staffing capacity in Student Services Department and ensure that there is sufficient capacity to meet the demands of a growing school.</p> <p>Maintain services of qualified school counsellor and MIND worker.</p> <p>Ensure access to bereavement support service for affected students.</p>	<p>There has been a year on year increase in the number of students (including from disadvantaged groups) experiencing mental health and well-being issues and the COVID-19 period has contributed to a further increase in numbers. External Services have limited capacity and therefore it is vital that there is in school capacity to meet this demand. Without support, these difficulties can have a significant detrimental impact on individual well-being, academic attainment and progress.</p>	<p>The school uses a BACP qualified counsellor and a trained MIND worker. They are very experienced at working with secondary age students. All students complete an evaluation sheet when they exit the services. The referral system is overseen by SSD staff and SLT pastoral lead to ensure efficient and effective deployment of resources. These services continue to run remotely during periods of self isolation or lockdown.</p>	<p>REJ</p>	<p>Budgeted cost: £22,039</p> <p>There are 6 Cause for Concern Meetings each year per House where students within each Houses are individually tracked and monitored, including all PPG and vulnerable students.</p>
<p>C (continued)</p> <p>Ensure robust, recording, tracking and monitoring of all safeguarding concerns and use this to manage the support for vulnerable students at MGS.</p>	<p>Ongoing subscription to CURA safeguarding software to support DSLs and key pastoral staff in their management of vulnerable students / safeguarding concerns.</p>	<p>CURA software is an embedded part of school practice used on a daily basis by key pastoral staff to track and monitor welfare and safeguarding concerns.</p>	<p>Use of CURA overseen by Designated Safeguarding Lead and Deputies.</p>	<p>REJ</p>	

<p>D: PPG students will be able to purchase uniform and access educational resources, extra curricular activities and curriculum trips etc on an equal footing with peers.</p> <p>In addition to the bursary fund and during the COVID-19 period, the school will deploy PPG funds to purchase additional laptops to support disadvantaged students in need where DFE laptops are not provided or their delivery is substantially delayed.</p>	<p>PPG bursary (£100) made available to all PPG students. Revision guides purchased for all PPG students and all curriculum trips paid for. Financial assistance provided for other costs on a case by case basis</p> <p>This has been an essential adjustment in light of the COVID-19 pandemic and lockdown periods in March- July 2020 and January - 2021</p>	<p>Annual take up of the bursary shows that this fund is valued by parents of PPG students and allows disadvantaged students to access a range of activities and opportunities and resources in line with their peers.</p> <p>Students need suitable access to remote learning in order to make progress academically and stay connected with the school community.</p>	<p>PPG Steering Group works closely with the bursary to oversee and manage requests for financial support. PPG bursary advertised to all Year 6 students and other relevant parents in the school to invite claims. Information about financial assistance provided to parents with all trips / activities advertised.</p> <p>Information is gathered regularly from students, parents and staff to identify where there are IT barriers to learning. There is a referral process and Pastoral and Curriculum Deputy Heads agree where a laptop is required and task IT department to buy appropriate machines and distribute them on a loan basis.</p>	<p>REJ</p>	<p>Budgeted cost £5934</p> <p>There are 6 Cause for Concern Meetings each year per House where students within each Houses are individually tracked and monitored, including all PPG and vulnerable students.</p>
Total 2020/2021 Budget					£57,880

Review of Expenditure on Following Pages

6. Review of Expenditure				
Academic year 2019/2020		£63,555		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
<p>A/B: Ensure that there will be regular and high quality assessment and feedback for ALL students. Appropriate challenge and differentiation will be provided.</p> <p>A/B: Maintain improved tracking and monitoring of student progress / attainment (including those from disadvantaged/target groups). The introduction of ALPS targets will increase challenge for all students across all year groups.</p> <p>A/B: Continued focus on ambition and resilience inside and outside the classroom as we develop the MGS Learning Habits.</p>	<ul style="list-style-type: none"> All of these actions points link to the School Development Plan 2019/2020 Introduction of new Teaching, Learning and Assessment Policy. Introduction of Assessment Stickers for all marked work. Updated SLT Review Calendar to ensure consistency. Appointment of new AHT i/c of CPD relating to Teaching, Learning and Assessment. Continued implementation and growth of ALPS and ALPS Connect at MGS. This includes the education of staff, students and parents on ALPS. Mind-Set Conference for Year 11 PPG to be held on Thursday 5th March, including three outside speakers. This follows a programme of outside speakers that has ran for the last five months. The Sutton Trust / Education Endowment Foundation Toolkit identifies quality feedback as one of the highest impact / most cost effective strategies for raising attainment of disadvantaged students. 	<p>Monitor HW setting via PARS/Teams. Line Management meetings- SLT and Heads of Department.</p> <p>Structured CPD programme planned and delivered including weekly Teaching Tuesday sessions and CPD twilight training sessions</p> <p>AHT i/c CPD to review impact of CPD and related policies every half-term. AHT to report to Committee A.</p> <p>ALPS reports after every assessment. Information shared with Middle Leaders Line Management meetings – SLT and Heads of Department.</p> <p>Focus of CPD, Learning Walks and Lesson Observations, Conference planned and delivered by RJF.</p>	<p>Even with the disruption due to COVID-19, we are delighted with how all of this has progressed. Wider investment in Assessment, Learning, Teaching and CPD has resulted in higher outcomes for all. This is because of higher quality classroom practice in creating a quality first provision.</p> <p>However, while the impact with PPG students has been noticeable in terms of progress, the impact is not yet what we would want to see, so we need to adapt our approach.</p> <p>Moving forward, we need to empower the students with better resources and tools, and we need to explore tuition. We worked with Wynchmore Tutors (Online) this year, and never got the see the impact in the final exam. However, it would be so much better if that tuition was bespoke to us and delivered by MGS teachers.</p>	£27,461
ii. Pastoral Support / other approaches				

Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost
<p>B: Review and develop interventions to support disadvantaged and vulnerable students who are significantly off target to find a more effective and sustainable strategy to help them achieve expected progress or better.</p>	<ul style="list-style-type: none"> • Develop an early intervention system to support PPG / vulnerable students who are identified as having significant underperformance in all years. Years 9-11 in KS4. • This year, the focus has been small group coaching and mentoring. • Targeted intervention needs to be delivered in class, which is being addressed by the CPD programme. • One to one tuition provided by Winchmore Tutoring in English and Maths to make sure PPG students have greater access to our Sixth Form offer. Links to sharing of target group information with all teaching staff after each assessment. Supports individual off target students in target groups through interventions delivered 1:1 or in small groups by specialist staff. • 1:1 tuition in English and Maths can lead to significant boosts in morale and impact on other subjects. 	<p>SLT and Heads of Department identify causes for concern. Staff co-ordinator ensures appropriate programme put in place and delivered by relevant staff.</p> <p>Feedback from student and staff post intervention to provide information on impact and next steps if required. Ongoing review of individual's assessment data to track/review progress.</p> <p>Use of tutoring agency which is used and recommended by Virtual Schools Kent to support Looked After Children in Care.</p>	<p>Following on from our reflections in point A/B, we need to make our interventions more precise and bespoke to MGS. There are still too many key students who do not make the progress they should. We need to invest in quality one to one support in school (or small group) and increase staffing capacity where possible. During COVID-19, there is only so much intervention that a F/T teacher can do.</p>	<p>£4,500</p>
<p>C: Maintain well developed provision in school to support students with pastoral, mental health and wellbeing difficulties. Students will be able to access in school support in a timely manner. Improved student wellbeing.</p>	<ul style="list-style-type: none"> • Increase staffing capacity in Student Services Department and ensure that there is sufficient capacity to meet the demands of a growing school. • Maintain services of qualified school counsellor and MIND worker. • Ensure access to bereavement support service for affected students. 	<p>The school recruited a new member of the SSD department and expanded the number of hours to meet need.</p> <p>The counsellor and MIND worker completed 6 week sessions with 57 students including 4 PPG students. Of the students who completed an exit evaluation form, 91% reported an improvement in their mental well being after the sessions. 9% remained the same; no students reported a deterioration in their mental well being after the sessions..</p>	<p>These are valuable services which must be maintained on order to provide necessary support to our student body. It is difficult to quantify the impact that this provision but feedback from students and parents tells us that it is valued.</p> <p>Counselling and Mind support has been of even greater importance during the COVID period where some students have had escalating mental health difficulties.</p>	<p>£23,424</p>

<p>C (continued)</p> <p>Ensure robust, recording, tracking and monitoring of all safeguarding concerns and use this to manage the support for vulnerable students at MGS.</p>	<ul style="list-style-type: none"> • There has been a year on year increase in the number of students (including from disadvantaged groups) experiencing mental health and well-being issues. External Services have limited capacity and therefore it is vital that there is in school capacity to meet this demand. Without support, these difficulties can have a significant detrimental impact on individual well-being, academic attainment and progress. • CURA software is an embedded part of school practice 	<p>CURA to track and monitor safeguarding issues. In 2019-2020 there was a 60% increase in concerns logged on CURA compared to the previous year.</p>	<p>CURA is important and established safeguarding software which must continue to be funded through PPG.</p>	
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<p>D: PPG students will be able to purchase uniform and access educational resources, Extended Learning Week activities, curriculum trips etc on an equal footing with peers.</p> <p>D: Continue focus on developing challenging extra-curricular and supercurriculum activities to stretch ALL students. Extend aspiration programme to KS3 / KS4 in 2019/2020 with development/ launch of an Oxplore Club (Oxford University _ “Big Questions”) and involvement in English Speaking Union Debating. Also develop a Supercurriculum resource list for KS3/4 students and parents.</p>	<ul style="list-style-type: none"> • Annual take up of the bursary shows that this fund is valued by parents of PPG students and allows disadvantaged students to access a range of activities and opportunities and resources in line with their peers. • <i>Potential for Success- Fulfilling the promise of highly able students in secondary schools</i> • A 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>38 students were awarded PPG bursary funding to support a wide range of claims relating to uniform costs, support with extra curricular activities (e.g. Duke of Edinburgh and CCF costs) and support with music lessons.</p> <p>Oxplore Club was established and meeting regularly prior to the lockdown. Debating has been an ongoing activity with students participating remotely and entered in regional competitions such as mock bar trials and English Speaking Union competitions.</p>	<p>It is pleasing to see that PPG funding has been able to support students to have equal access to resources and activities and the bursary fund will be maintained with an increased amount of £100 offered to PPG students. We will continue to advertise this to parents annually, including to Year 6 parents to support with costs of purchasing new Year 7 uniforms.</p>	<p>Budgeted Cost:</p> <p>£8,170</p>
<p>Total budgeted cost 2019/2020</p>				<p>£63,555</p>