



Pupil premium strategy statement: School:

1. Summary information					
School	Maidstone Grammar School				
Academic Year	2018/2019	Total PP budget	£62,789	Date of most recent PP Review	N/A
Total number of pupils	1296	Number of pupils eligible for PP	79 students	Date for next internal review of this strategy	March / July 2019

2. Current attainment		
	<i>Pupils eligible for PPG (MGS)</i>	<i>Pupils not eligible for PPG (MGS)</i>
KS4 Progress 8 score average (from 2017/18)	-1.12	-0.11 (+0.17 with History IGCSE)
Attainment 8 score average (from 2017/18)	53.05	62.15

3. Barriers to future attainment (for pupils eligible for PPG including high ability)	
In-school barriers	
A.	Inconsistent work ethic and academic motivation amongst some students, including those from disadvantaged / most able disadvantaged groups. Inconsistent knowledge and understanding of study skills and revision techniques.
B.	Inconsistent levels of challenge, differentiation, marking and feedback 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.
External barriers	
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.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved work ethic and academic motivation amongst ALL students. Improve knowledge and understanding of study skills and revision techniques across students body.</p>	<p>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</p>
B.	<p>Ensure that levels of challenge are high in ALL lessons. There will be regular and high quality assessment and feedback for ALL students. Appropriate differentiation will be provided where required.</p> <p>There will be 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>There will be a more systematic approach to interventions by subject teachers, Heads of Department, Heads of Houses and SLT.</p> <p>CPD training will have a much greater focus on enhanced differentiation, challenging all students and providing high quality feedback and assessment.</p>	<p>Monitoring (e.g. through learning walks, lessons observations and work scrutinies) will show evidence of increased levels of challenge in lessons and more regular and high quality assessment and feedback.</p> <p>Enhanced tracking / monitoring of all students (by Heads of Department, Heads of House and SLT) will be in place.</p> <p>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.</p> <p>CPD training programme will include a focus on challenging students, providing high quality feedback and assessment.</p> <p>Improvement in Progress 8 and Attainment 8 measures for whole school (including students from disadvantaged groups).</p>
C.	<p>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.</p>	<p>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.</p>
D.	<p>All PPG students will be able to purchase school meals, uniform and access educational resources, curriculum trips etc on an equal footing with peers.</p> <p>There will be a greater focus on developing challenging extra-curricular and supercurriculum activities to stretch ALL students including developing a debating club; STEM club; university visits and talks; coaching and mock interviews for potential Oxbridge students / medics / Vets etc.</p>	<p>Free School Meal take up. Evidence of take up of the PPG bursary by PPG students throughout the year.</p> <p>There will be a developing programme of stretch and challenge extra-curricular/ supercurriculum activities across the school.</p> <p>There will be supercurriculum reading lists across all key stages.</p>

5. Planned expenditure

Academic year 2018/2019 £62,789

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/B: Ensure that levels of challenge are high in ALL lessons. There will be regular and high quality assessment and feedback for ALL students. Appropriate differentiation will be provided where required.</p> <p>A/B: There will be 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: There will be a more systematic approach to interventions by subject teachers, Heads of Department, Heads of Houses and SLT.</p> <p>A/B: CPD training will have a much greater focus on "teaching to the top", challenging all students and providing high quality feedback and assessment.</p>	<p>Strategic oversight and management of the following:</p> <p>Introduction of HW logging on PARs – all teaching staff.</p> <p>Ongoing use of ALPs software. Introduction of new ALPs targets for all students. Use of ALPS connect by departments.</p> <p>Target group information including key off target students shared with all staff after each assessment.</p> <p>Key staff attend national conference on Most Able students and Most Able Disadvantaged. Lead teachers and SLT work with all staff and key departments to develop these areas.</p>	<p>All of these actions points link to the School Development Plan 2018/2019</p> <p>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> <p><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 an inclusive approach and highlights that ensuring that lessons are as challenging as possible is important for the good progress of ALL students including most able / most able disadvantaged.</p>	<p>Monitor HW setting via PARS Line Management meetings- SLT and Heads of Department</p> <p>ALPS reports after every assessment. Information shared with Middle Leaders Line Management meetings – SLT and Heads of Department.</p> <p>Records of Head of House and Head of Department / SLT interventions following key assessment points, including Line Management meeting minutes.</p> <p>Structured CPD programme planned and delivered including weekly CPD on Toast sessions and CPD twilight training sessions. Records of work with key departments. Line Management meetings – Heads of Department and SLT</p>		

<p>A: Improve knowledge and understanding of study skills and revision techniques across student body.</p>	<p>Develop Learning to Learn Course in Year 7 to provide foundation in Study Skills and Revision Techniques</p> <p>Year 11 Study Skills Carousel prior to Year 11 mock exams.</p>	<p>The Sutton Trust / Education Endowment Foundation Toolkit identifies meta cognition / learning to Learn as one of the higher impact / more cost effective strategies for raising attainment of disadvantaged students</p> <p>This was well received by Year 11 students last year and supports all Year 11 students in preparation for GCSEs.</p>	<p>Course delivered by one member of SLT to ensure quality / consistency.</p> <p>Student feedback gathered after event and programme reviewed annually.</p>		<p>Budgeted Cost: £25,156</p>
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ii. Targeted 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: 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.</p>	<p>Maintain increased staffing capacity in Student Services Department.</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. 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 leads to ensure efficient and effective deployment of resources.</p>		

C (continued)	Ongoing subscription to CURA safeguarding software to support DSLs and key pastoral staff in their management of vulnerable students / safeguarding concerns.	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.	Use of CURA overseen by Designated Safeguarding Lead and Deputies.		<p>Budgeted Cost:</p> <p>£17,929</p>
<p>B: There will be a more systematic approach to interventions by subject teachers, Heads of Department, Heads of Houses and SLT.</p> <p>D: PPG students will be able to purchase school meals, uniform and access educational resources, curriculum trips etc on an equal footing with peers.</p> <p>D: There will be a greater focus on developing challenging extra-curricular and supercurriculum activities to stretch ALL students.</p>	<p>Delivery of an extensive programme of cross curricular GCSE booster classes for all Year 11 students including disadvantaged.</p> <p>1:1 and small group off target booster classes for disadvantaged and target group students after each assessment point</p> <p>Free School Meals for FSM students. 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>including developing a debating club; STEM club; university visits and talks; coaching and mock interviews for potential Oxbridge students / medics / vets etc.</p>	<p>Supports all Year 11 students including disadvantaged in focused preparation for GCSE exams.</p> <p>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 by subject teachers and departments.</p> <p>School Meal take up by eligible students. Bursary take up and parental requests for support increasing year on year.</p> <p><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>	<p>Departments submit bids for booster classes and this is co-ordinated by SLT to ensure a wide ranging programme is on offer. All parents and Year 11 students informed of programme. Departments write to parents of key students, including disadvantaged, to encourage attendance.</p> <p>PPG Steering Group oversees departmental bids for 1:1 and small group interventions.</p> <p>KCC provides regular updates on students eligible for Free School Meals. PPG Steering Group oversees bursary and requests for financial support. PPG bursary advertised to all Year 6 students and other relevant parents in the school to invite claims. Information to all parents regarding Free School Meal claims. Information about financial assistance provided to parents with all trips / activities advertised.</p>		<p>Budgeted Cost:</p> <p>£19,704</p>
Total Budgeted Cost 2018/2019					£62,789

6. Review of expenditure				
Previous Academic Year			2017/2018:£55,215	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Improved work ethic and academic motivation amongst all students.	Support and develop student study skills and revision techniques to raise attainment in exams through a Year 11 / Year 7 Study Skills Day. Study Skills / Parent Guides provided to all Year 11 students and parents	<p>Year 7 Study Skills Day feedback: 68% of students stated that the workshop was "Extremely Helpful" / "Very Helpful". 32% stated it was "A little helpful" / "Not helpful".</p> <p>98% of students in Year 11 stated the workshop was "Excellent" or "Very good". However, it was felt that a whole day was too long.</p>	<p>A more sustained approach to developing study skills is required in Year 7 (with a view to developing this further across the whole school) Discontinue Year 7 Study Skills workshop in 2018/2019 with a view to introducing a Learning to Learn study skill course.</p> <p>Continue with Year 11 Study Skills workshop pre mocks but adjust to a half day carousel rather than a full day programme.</p>	£4,506
Improved tracking and monitoring of student progress / attainment (including disadvantaged students) and more systematic approach to interventions for groups / individuals by subject teachers, Heads of Department, Heads of Houses and SLT. GCSE revision classes, Off target small group booster sessions and 1:1 support provide further differentiated support to underperforming students including PPG students.	<p>GCSE revision classes</p> <p>Off target small group booster sessions (including disadvantaged / target group students).</p> <p>1:1 additional support sessions – mentoring / organisational support / academic support (including for disadvantaged / target group students)</p>	<p>These took place across a range of subjects throughout the year after assessments (1:1 and small group off target booster classes). Weekly GCSE revision classes also took place across 14 different subjects in the run up to GCSE. Sessions were attended by many different students from across the school including from the PPG / Target groups.</p>	<p>Continue to fund revision classes and boosters.</p> <p>Continue to use PPG funding to incentivise subject staff and departments to organise small group / 1:1 off target booster classes to support specific PPG / target group students by notifying them of key off target concerns after each assessment cycle.</p>	£4,422

<p>Improved work ethic and academic motivation amongst all students.</p> <p>All staff deliver differentiated quality first teaching to all students. Improved tracking and monitoring of student progress / attainment (including those from disadvantaged groups) and more systematic approach to interventions by subject teachers, Heads of Department, Heads of Houses and SLT</p>	<p>Strategic Whole School Developments including: Introduction of Year 7 and 8 Homework Timetable</p> <p>Development of Guided Learning resources for KS4/KS5 students</p> <p>Introduction of Extended Academic Tutorials after each assessment point for all students across the school.</p> <p>Revised and enhanced tracking and monitoring systems introduced across the school both horizontally and vertically by Houses to fit with new pastoral structure. Introduction of ALPS package to make this more accessible for staff. Key information about underperforming students in all vulnerable groups shared with all teaching staff after each assessment point. Clear structure for academic interventions overseen by SLT. Departmental interventions and vulnerable groups a standing item in all Line Management meetings.</p>	<p>The KS4 Disadvantaged Progress 8 measure for GCSE summer 2018 was -1.12. The small size of the group makes individual variation more significant.</p>	<p>The strategic whole school approach is ongoing and part of the MGS Recovery Plan to raise the overall academic achievement of all students, including PPG/target group students.</p> <p>Continue 2018/2019</p>	<p>£26,448</p>
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ii. Targeted support / Other Approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Enhanced provision in school to support students with pastoral, mental health and wellbeing difficulties. Students can access in school support in a timely manner. Improved sense of personal well being amongst those student affected.</p>	<p>Enhance capacity of in school counsellors by increasing hours. Increase capacity of Student Service Department by increasing hours. Also to include access to bereavement support service for affected students.</p> <p>Ongoing subscription to CURA safeguarding software supports DSLs and key pastoral staff in their support of the most vulnerable students.</p>	<p>46 students were seen by the school counsellor (for six sessions each) in 2017/2018. This included 10 PPG students.</p> <p>The CURA package is now used by all DSL/DDSL staff and key pastoral staff.</p>	<p>There is clearly a demand for counselling services in school to support vulnerable students with a range of difficulties. This is particularly the case when external services (e.g. CAMHS) have limited capacity and very lengthy waiting lists.</p> <p>CURA package ongoing.</p>	<p>£15,860.50</p>

<p>All PPG students will be able to purchase uniform and access educational resources, curriculum trips etc on an equal footing to peers.</p>	<p>Make available a PPG bursary (£75) to all eligible students to help support with educational costs and to provide other assistance for PPG students on a case by case basis.</p>	<p>In total 54 PPG bursary claims were made by parents of PPG students across the school including for uniform, travel, stationery, trips and Extended Learning Week costs.</p>	<p>There is clearly parental demand for the PPG bursary and this will be raised to £100 per student in 2018/2019.</p>	<p>£3978.50</p>
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