



Maidstone Grammar School  
for Girls

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## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Maidstone Grammar School for Girls
Number of pupils in school	1197
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	15th November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Deborah Stanley
Pupil premium lead	Lou Morris
Governor / Trustee lead	Amanda Cherry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,250 (2023/24 figure)
Previous Academic Year	£83,385
Recovery premium funding allocation this academic year C19 Recovery Premium	£21,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£115,500 (£94,520 + £21,250)
Previous Academic Year total	£103,809

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	(£83,385 +£20, 424)
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## Part A: Pupil premium strategy plan

### Statement of intent

The school is committed to assisting the most disadvantaged students in the school so that they have the best chance of fulfilling their potential. This relates to academic achievement and to having access to opportunities in life, and therefore incorporates measurable outcomes such as success in examinations and less quantifiable outcomes such as growth in confidence and improved mental health and wellbeing. To this end, the pupil premium money allocated to the school will be used to support these students in ways that are responsive to their needs. In particular, shortcomings in core areas such as Mathematics and English will be addressed, and students will be supported to have access to the opportunities enjoyed by other students, such as visits and resources.

### Funding allocation

Funding is allocated in three overall tiers.

- Teaching
- Targeted academic support
- Wider supportive strategies

This taxonomy is informed by the EEF's [Pupil Premium Guidance Document](#). In line with this guidance, we are working to continue to refine the quality of teaching and support provided to all learners whilst maintaining a particular focus upon the needs of disadvantaged students.

The specific strategies and interventions we deploy in relation to the above aims have been selected with reference to the 'menu of approaches' included within [Using pupil premium: guidance for school leaders - GOV.UK](#) (DfE, March, 2023)

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.



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Challenge number	Detail of challenge
1	Attendance - PP students' attendance averaged 6% lower than the whole cohort in 22/23
2	Mental Health, Safeguarding Concerns, SEN
3	Literacy and Numeracy Support
4	Access to technology/internet access and educational materials, especially homework and revision
5	Access to extracurricular and cultural capital activities
6	Vision/Ambition

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High Quality Teaching that caters for the needs of PP students within the classroom	PP students make progress in line with the whole cohort as identified by internal tracking and external examinations. Closing the gap further for Progress8 and Attainment8. Consistently improving %9-7 for disadvantaged students (has fluctuated over recent years) to be over 45%. Maintain % proportion entering EBacc (95%+)
An effective programme across the school of targeted academic support	PP students make progress in line with the whole cohort as identified by internal tracking and external examinations. Closing the gap further for Progress8 and Attainment8. Consistently improving %9-7 for disadvantaged students (has fluctuated over recent years) to be over 45%. Maintain % entering EBacc (95%+)
An effective system to provide a wide range of resources that will support the school curriculum	PP students make progress in line with the whole cohort as identified by internal tracking and external examinations. Closing the gap further for Progress8 and Attainment8. Consistently improving %9-7 for disadvantaged students (has fluctuated over recent years) to be over 45%. Maintain % entering EBacc (95%+)
External Attainment Data Review (annual)	PP students
Enhanced cultural capital and access to extra curricular programme	All PP students engage with extra curricular activities and trips throughout the year. PP students' destinations after MGGS are in line with the whole cohort.



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No barrier to technology access	All PP students have consistent regular access to technology inline with whole cohort
Systems and processes that promote good attendance and early identification of concerns so that supportive intervention can take place quickly.	Attendance gap between PP and whole cohort is closed.



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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 59, 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of Teaching for All with specific 'Behaviour for Learning/Time on Task' foci	High quality teaching has a particularly strong effect upon the progress of disadvantaged pupils. Quality first teaching is recommended by the EEF as a central strategy in supporting disadvantaged students.	1, 2 ,3 and 6
Recruiting & Retention of School Counsellor	Pupil premium students are more likely than the cohort average to suffer from safeguarding and mental health issues which then has consequences on academic progress.	1 and 2
Retention of School SEN, Safeguarding & Medical Coordinators	Pupil premium students are more likely than the cohort average to need support with SEN, safeguarding and medical issues which then has consequences on academic progress	1 and 2
Recruiting & Retention of Learning Mentors	National data and our evidence shows that our PP students have a lower average attendance and lower baseline literacy and numeracy skills than the cohort average	1 and 3
Retention of Careers Support	Pupil premium students are less likely to have access to informal networks and knowledge needed to identify and work successfully towards a wide range of future careers. As a result they are more likely to need additional support with forming and acting on their vision for their future	6
Retention of Network Support	Supporting our PP students to have equal access to technology and the internet will help them to close the achievement gap	4

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Admin Costs	Pupil premium students are less likely to access extra-curricular activities and enrichment opportunities. This is why we provide additional admin support to help PP students with issues such as applying for Kent Freedom Pass and applying for trips and extra curricular activities such as Duke of Edinburgh etc	All
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 27, 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruiting & Retention of Tutors (including English and Maths)	Initial analysis of the impact of C19 disruption highlighted issues in relation to core numeracy and literacy knowledge. This continues to be seen. Literacy and numeracy underpin learning in a range of subjects and improvement in these areas can underpin wider academic success. Our own analysis of attainment in these areas supported the need to provide bespoke and small group tutoring to students, particularly in relation to numeracy.	3 and 6
Purchase of Chromebook device on a 1 to 1 basis	Access to learning resources and time-on-task both correlate with academic attainment. This necessitates consistent access to online resources and lessons.  As part of our school-wide scheme to provide every student with a Chromebook which can be used in school and at home, the school provides this device for all our PP students.	4
Purchase of curriculum resources identified by departments	Research shows that our PP students are less likely to have access to resources at home to support the curriculum. Therefore we allocate money to support the purchase of	4



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	resources that our Heads of Department have identified	
Purchase of resources identified to support homework, independent study and revision	Research shows that our PP students are less likely to have access to resources at home to support their homework, independent study and revision. Therefore we allocate money to support their studies outside of the classroom.	4
Literacy and reading ability	Research shows a clear correlation between reading ability and academic attainment. Our own analysis has established the need to monitor and support reading and literacy systematically - particularly for students making the transition to year 7 and 8 from primary school.	3

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £29, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Travel Costs such as Kent Freedom Pass	Wider research demonstrates a clear link between attendance and attainment. E.g. <a href="#">Sims, 2020</a> ) Our own analysis shows that PP students have a lower average attendance and a lower average punctuality. By supporting our students with travel arrangements we are addressing this issue.	1
Payment for Extra Curricular Activities	Wider research indicates that disadvantaged students are less likely to have wider cultural experiences to enhance their quality of life and cultural capital, E.g. <a href="#">New Direction, 2015</a> Our own analysis shows that our PP students are less likely than the cohort average to be participating in extracurricular activities, either run by the school or by other organisations, such as Duke of Edinburgh	5 and 6
Payment for school trips and activities	PP students should have the same access to school trips as any other student and as such	4, 5 & 6





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	<p>we allocate part of the budget to pay for school trips and activities.</p> <p>Our own analysis of this provision shows that it is utilised for pupil premium students across years 7-11. In addition to paying in-full for curricular trips we also provide support for wider visits and trips, this includes the popular DofE programme.</p>	
Uniform	<p>Including all our students in the school community as much as possible is very important. A sense of belonging is a key aspect of wider motivation to engage in learning within a school community e.g. <a href="#">Lemov at al, 2022</a>. Uniform is a very visible way of identifying with the school community and as such we allocate money to providing uniform, including items such as PE kits and science lab coats.</p>	1 and 2
Additional attendance monitoring and rewards scheme	<p>Attendance strongly correlates with attainment. Individual rewards associated with specific behaviours can help encourage the target behaviour - in this case attending school. Internal data shows a small gap between PP attendance and the school average. As a result we run an attendance reward scheme tailored to our pupil premium students.</p>	1

**Total budgeted cost: £ 115,500**



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## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil premium activity continues to be used to support pupils in relation to the 6 key challenges outlined above. Attainment and attendance are both relatively high for pupil premium students at MGGS in comparison to pupil premium students nationally. Academic attainment in GCSE exams and attendance levels for pupil premium students were relatively strong in comparison with pupil premium attainment and attendance nationally and were also above average compared to all students nationally; however there is still a gap in comparison to non pupil premium students at MGGS. Ongoing tracking and attainment analysis shows the need to focus upon using the evidence-informed strategies outlined above to support pupil premium students at MGGS and further reduce the gap in outcomes in comparison to non pupil premium students.

Analysis of the impact of the strategy is challenging due to the lack of comparison group - i.e. we do not have the capacity to compare outcomes and impact for our pupil premium students with a similar group who have not benefited from the strategies outlined in this document. We continue to see the effects of the polarisation of engagement and progress associated with lockdown. Challenges associated with remote learning, such as access to online and other learning resources, additional support from others (e.g additional tutoring, family) and extended periods outside of school appear to have affected disadvantaged students (including PP students) more than others.

There was an increase in demand for financial support (i.e. uniform costs and school resources) as well as significant increased demand for emotional and mental health support (i.e. in providing mentoring and counselling) during 2022/23. For these reasons, using pupil premium funding to improve the quality of teaching, provide bespoke, individual targeted support in relation to individual need, and develop wider strategies to improve the educational outcomes for all students at MGGS continue to represent the most effective ways in which to utilise pupil premium funding.

### **GCSE attainment**

For the year 11 pupil premium cohort in 2022/2023, the proportion of grades 9-5, 9-6 and 9-7 were lower than in 2019 (the most recent pre-pandemic exam year). This was below what



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historically disadvantaged students at MGGs have achieved. However this must be viewed in the context of %9-5 of all students, which was also lower than 2019 data.

35% of pupil premium students gained the Ebacc with grade 5s or higher in each qualifying subject. 59% gained the Ebacc with grade 4s or higher.

	<b>PP 2023</b>	<b>PP 2022</b>	<b>PP 2021</b>	<b>PP 2020</b>	<b>PP 2019</b>	<b>PP 2018</b>
%9-7	30	38	48	49	43	39
%9-6	50	77	83	82	66	65
%9-5	73	94	95	92	84	88
Progress 8	-0.02	- 0.4	-	-	+0.69	+0.40

The proportion of pupil premium students meeting or exceeding statistical targets highlights the need to continue to track, monitor and support pupil premium students in each year group.

<b><i>Average Points Score (APS) relative to target APS</i></b>	On or above ( <i>on average</i> )	Between 0 and -1 ( <i>on average</i> )	Between -1 and -2 ( <i>on average</i> )	2 or more grades below ( <i>on average</i> )
Percentage of all Students (2023)	17.2	44.2	28.2	10.4
<b>Percentage of DA/FSM Students (2023)</b>	<b>19</b>	<b>19</b>	<b>43</b>	<b>19</b>

### **Attendance figures**

Supporting high attendance for pupil premium students was particularly challenging in 2022/23. This will continue to be a focus in 2023/24, as whilst the initial trends appear positive for overall attendance becoming more in line with pre-pandemic expectations, the gap between attendance % for PP students compared to whole school has widened, and we are not yet seeing a positive trend towards pre-pandemic attendance for PP students. Therefore this continues to be a high priority for the school.



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Attendance	2022/23	2021/2022	2020/2021	2019/2020
Whole School	Y7 - 11 93%	Y7 - 11 90%	Year 7 - 11 95%	Year 7 - 11 95%
Pupil Premium	Y7 - 11 87%	Y7 - 11 88%	Y7 - 11 94%	Y7 - 11 92%
Difference	-6%	-2%	-1%	-3%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
1 to 1 academic tutoring	Tuition Extra
Bronze, Silver and Gold	Duke of Edinburgh
Touch-type Read and Spell	ttrsonline.com
Counselling service	Fegans
Mentoring	Kings Reach

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The school includes service pupil premium with the other categories of pupil premium and as such spends the service allocation in the same manner as is detailed above.
What was the impact of that spending on service pupil premium eligible pupils?	There was one student in Year 11 who achieved 100% 9-7 grades at GCSE in 2023. The other students in this category are all in year groups lower down the school and did all progress into the next academic year at the school. Their progress, attendance and punctuality is inline with or exceeding the average cohort statistics.