



Maidstone Grammar School
for Girls

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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	1256
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Deborah Stanley
Pupil premium lead	Lou Morris
Governor / Trustee lead	Charlotte Upton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,490 (2025/26 figure)
Previous Academic Year	£107,221
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£116,490
Previous Academic Year total	£107,221

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	(£99,900 + £7,321*) *recovery funding
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. 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 progress and 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our approach will be responsive to common challenges and individual needs, not assumptions. The approaches we have adopted complement each other to help pupils achieve their goals and have access to the opportunities enjoyed by other students, such as visits and resources. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged and expectations are high, not low and limited
- identify early interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' progress and raise expectations of what they can achieve
- ensure all disadvantaged pupils have access to the same opportunities as everyone else, both within the curriculum and beyond, developing the cultural capital of our disadvantaged pupils.

Funding allocation

Funding is allocated in three overall tiers.

- Teaching
- Targeted academic support
- Wider supportive strategies

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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 2025)

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: FSM6 students' attendance averaged 3.2% lower than the non-FSM6 students in 24/25. Attendance among disadvantaged students was 91.8%, compared with 95.0% for non-disadvantaged. 22.3% of PP students were categorised as 'persistent absentees' (below 90% attendance), compared to 9.9% of non-PP students. It is a central aim of Pupil Premium support and intervention that school attendance for this disadvantaged group meets or exceeds school attendance across the cohort. A key priority is early tracking and intervention of this group.
2	Mental Health, Welfare and Wellbeing: Our assessments, observations and discussions with pupils have identified SEMH continues to increase for many pupils, such as low self-esteem and anxiety. A proportion of Pupil Premium pupils have particular personal or family concerns which impact on their social, emotional and mental health (SEMH). We have seen an increase in the number of students seeking support in school from Student Support, Learning Mentors, Form Tutor and Heads of Study and for some, one-to-one professional counselling. This is for a wide range of social and emotional health issues e.g., low-level anxiety, friendship issues, as well as dealing with significant trauma.
3	Meeting the Needs of All Learners: Ensuring the full range of learners, including disadvantaged pupils, are being met in the classroom via Inclusive Teaching, curriculum provision, resources for learning (technology access and educational materials) and effective adaptive and high-quality teaching.
4	Progress and Attainment: Ensuring the gap between % of PP students attainment at GCSE Grades 9-5 is reduced compared to the % non-disadvantaged pupils



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5	Literacy: Some disadvantaged students have lower rates of literacy which, we have found, provides a barrier to accessing the curriculum and to their progress.
6	Numeracy: Some disadvantaged students have lower rates of numeracy which, we have found, provides a barrier to accessing the curriculum and to their progress.
7	Developing the cultural capital of our pupils: Analysis shows that the percentage of PP pupils participating in extracurricular activities is significantly lower than non-PP students. A number of Pupil Premium pupils have limited opportunities and/or access to cultural enrichment outside of school. This includes access to high quality books, newspapers, and educational media in the home environment as well as limited opportunities for cultural activities and experiences, trips and travel. Not being able to access opportunities that have hidden financial costs, such as extracurricular activities is also a factor.
8	Aspirations and motivation: For some students in the PP cohort, a lack of self-confidence impacts on academic and career-focused aspiration. This can also converge with limited family experience of higher education opportunities and/or access to wider careers, therefore further compounding limited aspiration.

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
To improve the attendance across the PP group of students	PP student attendance has improved to such that all students achieve a minimum attendance of 95%. Sustained high attendance by 2026/27 demonstrated by: the attendance gap between disadvantaged students and their non-disadvantaged peers is reduced to 1%. Persistent Absentees among PP students is significantly reduced and no higher than that of non-disadvantaged pupil group.
Provision to support pupils' Welfare, Wellbeing and Mental Health is well-resourced and highly effective	Persistent Absenteeism is reduced - EBSA mentoring is highly effective and a range of intervention and family support has been offered. Students fully utilise their Key Stage pastoral provision, which supports them in developing coping strategies, emotional resilience and improved attendance to lessons. Pastoral teams become highly experienced and effective as a result of ongoing and targeted CPD

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	Number of students missing or out of lessons/attending student support during lessons is reduced Pupils develop emotional resilience
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%+) Learning Walks identify highly effective teachers who demonstrate high levels of competence in inclusive teaching and strategies to meet the needs of all learners.
Disadvantaged pupils continue to be provided with a wide range of resources that will support their learning and full access to the curriculum	All PP students will continue to receive curriculum resources and have consistent regular access to technology in line with whole cohort. All teachers/departments will be more adept at identifying which students require support for resources, and efficient in ensuring these are sourced/purchased for PP students. Number of 'not having equipment to learn' behaviour logs is significantly reduced. Where this does happen, teachers adopt a 'be curious' approach to explore any possible reasons for this behaviour.
Improved progress and attainment of disadvantaged students at GCSE	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%+) Positive value-added for PP students - more in line with 2019 results. Effective programme across the school of targeted academic support.
Improved literacy levels of disadvantaged students.	Literacy strategy continues to be embedded across all subjects. Bedrock Learning fully embedded in the Year 7 curriculum. Learning Mentor support is provided at KS3 to provide reciprocal reading support and is targeted at our disadvantaged low readers.



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	PP pupils with SEND are supported by SEND coordinators to provide specific intervention. Development of oracy strategy with improved oracy skills evident across the year groups.
Improved numeracy levels of disadvantaged students	Numeracy strategy continues to be developed and implemented across the school Targeted intervention for lower-attaining students: attendance at lunchtime maths clinics increases Targeted 1:1/small group tutoring is in place where needed and effective. Sixth Form mentoring programme embedded.
Enhanced cultural capital and access to extra curricular programme	All PP students engage with extra curricular activities and trips throughout the year. % of PP pupils regularly attending extra-curricular increases and is at least in line with % of non-PP students.
Disadvantaged students will have high aspirations	No disadvantaged students will leave the school not in employment, education, or training. Disadvantaged students will engage fully with careers advice, supporting them in making subject options. PP students' destinations after MGGS are inline with the whole cohort.

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: £52,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on Quality First Teaching with specific foci on 'Purposeful Thinking' and 'Meeting the Needs of All Learners through Adaptive teaching'	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. This in turn has a positive impact on attendance and mental health issues.	1, 2, 3, 4, 5, 6, 8

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Improving the numeracy fluency of PP students across the curriculum through the development of a numeracy strategy	EEF – evidence strength 4 and 6+ months progress	1, 2, 3 4, 6, 8
Improving the reading fluency of PP students to access the curriculum	Improved reading and comprehension skills leads to greater engagement, progress and attainment across all subjects.	1, 2, 3, 4, 5, 8
Recruitment and Retention of School Attendance liaison officer and Attendance Administrator	National data and our evidence shows that our PP students have a lower average attendance, with a larger number of PP students falling under the ‘persistent absentee’ category. Improved resourcing and staffing capacity will lead to more effective tracking, monitoring and timely intervention.	1,2, 4
Further development of Key Stage Pastoral teams/area	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. A large number struggle with mental health needs and personal/family circumstances are for some, particularly challenging. Supporting	All
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: £38, 575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing PP students with a Chromebook so that they can access resources and complete work, both in school and online at home	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 for every student to have a Chromebook which can be used in school and at home, the school provides this device for all our PP students.	3, 4, 5, 6
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 resources that our Heads of Department have identified	3, 4, 5, 6
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.	3, 4, 5, 6
Literacy and reading: Bedrock	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.	4, 5
1:1 tuition/mentoring	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	1, 2, 3, 4, 5, 6, 8



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	small group tutoring to students, particularly in relation to numeracy. LAC students have access to additional tutoring for specific curriculum areas according to their need.	
Learning Mentor support outside of the classroom	Support with organisational, study and social skills has a positive impact on students' academic achievement, which can in turn improve mental health (students report 1, 2, 3, 4, 5 & 6 7 feeling less anxious, more resilient) and attendance.	All
Monitoring and tracking of student engagement in super curricular offerings	Identify more able disadvantaged students who would benefit from super curricular opportunities to support their aspirations; appoint ELT staff member to monitor and track their engagement and intervene as necessary.	7

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

Budgeted cost: £25, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistance with Travel Costs	Wider research demonstrates a clear link between attendance and attainment. E.g. Sims, 2020) 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, 4
Social, Emotional and Mental Health and Wellbeing interventions: learning mentor/school counselling/King's Reach	Research recognises the benefit of school-based counselling with the advantage that children and young people do not need a clinical diagnosis to access practical short term and long term strategies to prevent problems escalating over time. Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.	1, 2, 8



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	EEF Toolkit Social and Emotional Learning +4 months	
EBSA mentoring	The number of PP students with persistent or severe absenteeism is significantly higher than non-PP. There are often a range of barriers that PP students may face in attending school. EBSA mentoring is targeted intervention to address these barriers, the 'push and pull factors' and is identified by Educational Psychologists as a positive and necessary strategy to support students struggling to attend school.	1, 2, 3, 4, 8
Financial support for individual music tuition	EEF toolkit suggests +3 months additional progress	8
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. New Direction, 2015 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	8
Payment for school trips and activities	PP students should have the same access to school trips as any other student and as such we allocate part of the budget to pay for school trips and activities. 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.	
Uniform	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. Lemov et al, 2022 . Uniform is a very visible way of identifying with the school community and as such we allocate money	



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	to providing uniform, including items such as PE kits and science lab coats.	
Additional attendance monitoring and rewards scheme	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.	

Total budgeted cost: £ 116,490



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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 2024 to 2025 academic year.

Our whole school strategy for 2024-25 has had a consistent impact in addressing many of the challenges disadvantaged pupils face and the individualised targeted approach we take to support PP students at MGGS has meant that for some individual, particularly those in Year 11 with complex and difficult home lives, they have been able to regularly attend school and achieve good outcomes in their GCSEs. Attendance is relatively high for pupil premium students at MGGS in comparison to all pupil premium students nationally, but slightly less than similar schools nationally (*DfE similar schools comparison report 2024-25*). Closing the gap in this area between disadvantaged and non-disadvantaged at MGGS has continued to be a focus. Academic attainment in GCSE exams for pupil premium students were relatively strong in comparison with pupil premium attainment 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.

There was an increase in demand for financial support (i.e. uniform costs and school resources), in particular travel costs for a small number of students during 2024/25. Using pupil premium funding to improve the quality of teaching, provide bespoke, individual targeted academic support in relation to individual need, and develop wider strategies to improve the educational outcomes for all students at MGGS continues to be our primary focus and belief that this is the most effective way in which to utilise pupil premium funding to secure positive and improved outcomes for our PP students.

GCSE attainment

For the year 11 pupil premium cohort in 2024/25 the number of %9-5 has increased from the previous two years, showing improvement in this area.

52.17% of pupil premium students gained the Ebacc with grade 5s or higher in each qualifying subject. 82.6% gained the Ebacc with grade 4s or higher in 2025.

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	PP 2025	PP 2024	PP 2023	PP 2022	PP 2021	PP 2020	PP 2019
%9-7	31	30	30	38	48	49	43
%9-6	56.6	50	50	77	83	82	66
%9-5	80.2	73	73	94	95	92	84
Value-added	-0.6	-0.2	0.0	- 0.4	-	-	+0.69

Attendance figures

Supporting high attendance for pupil premium students vastly improved in 2023/24. This will continue to be a focus in 2024/25, as whilst the initial trends appear positive for overall attendance becoming more in line with pre-pandemic expectations and the gap between attendance % for FSM6 students compared to non-FSM6 students has decreased, the number of persistent absentees is significantly higher among PP students (32% compared with non-PP students (15%). This will continue to be a high priority for the school until the difference remains low or is non-existent.

Attendance	2024/25	2023/24	2022/23	2021/2022	2020/2021	2019/2020
Whole School	Y7-11 94.7%	Y7 - 11 94%	Y7 - 11 93%	Y7 - 11 90%	Year 7 - 11 95%	Year 7 - 11 95%
Pupil Premium	Y7-11 91.8%	Y7 - 11 93%	Y7 - 11 87%	Y7 - 11 88%	Y7 - 11 94%	Y7 - 11 92%
Difference	2.9%	-1%	-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

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Programme	Provider
1 to 1 academic tutoring	Tuition Extra
Bronze, Silver and Gold	Duke of Edinburgh
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?	For the majority of students, the progress, attendance and punctuality is inline with the average cohort statistics. IN Year 11, one student achieved 11 grades 9-7. The majority of our service pupils participate in extra-curricular clubs and represent the school in sports teams or drama productions.