

Aylesford School Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Aylesford School
Number of pupils in school	876
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 – 2025 – 2026
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Byron Walker / Michelle Johnston
Governor / Trustee lead	Luke Elmers

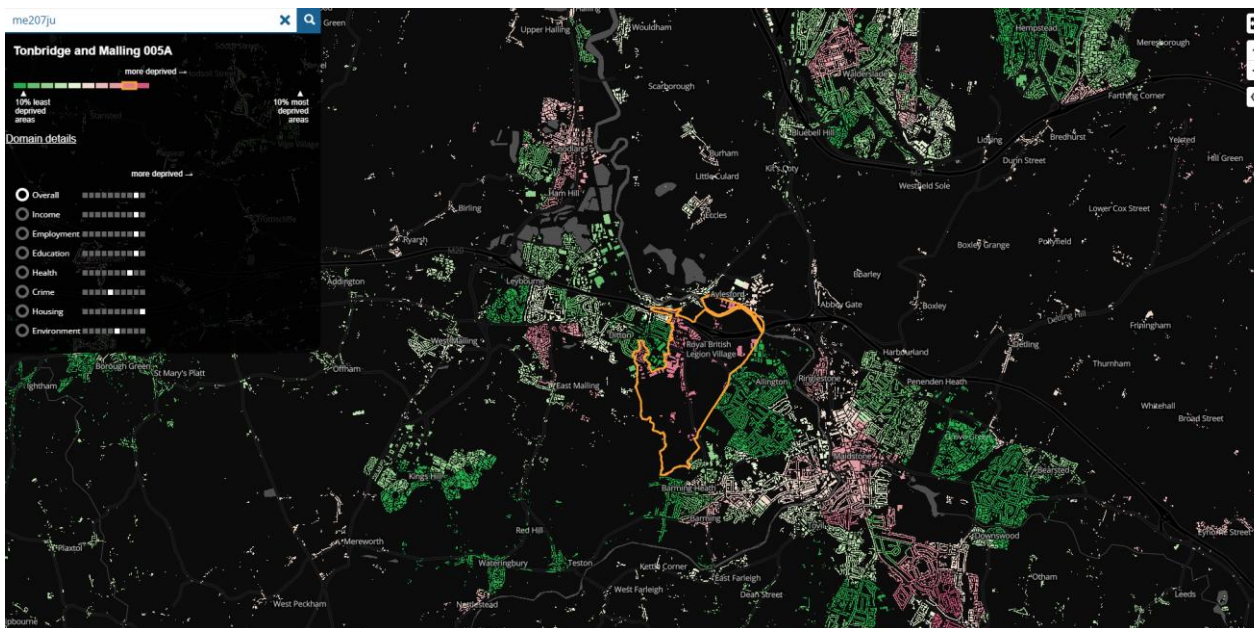
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,650
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,650

Part A: Pupil premium strategy plan

Statement of intent

Aylesford School is a non-selective secondary school located in the borough of Tonbridge and Malling close to the town of Maidstone. Currently, 25% of students are eligible for Pupil Premium funding which is slightly higher than the local average (24.5%), and in line with the national average. The catchment area for the school contains areas of great deprivation, with a large proportion of students from these areas opting to attend Aylesford School.



The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval.

Put simply, we have a duty to ensure that pupil premium students close the historical attainment gap between those that are disadvantaged and those that are not.

The term disadvantaged is often used to describe students who qualify for Pupil Premium funding as there is a strong chance that they are, or have been, disadvantaged by the financial circumstances of the environment they have grown up in.

What this 'disadvantage' could mean for our pupil premium students:

- They live, or have lived, in social housing
- They may be in, or have experienced, poverty

- Their opportunities for education beyond school may have been limited
- They may not have had access to ICT equipment that others would have
- They may have developed SEMH issues as a result of their environment
- They may not have had the same extra-curricular opportunities as others (e.g. sports teams or a holiday)
- They might have difficulty travelling to and from school

What can we do to close the gap?

There are countless strategies and methodologies that schools have employed to close the attainment gap and improve the social mobility of disadvantaged students. We adopt many of these at Aylesford, as well as some of our own.

Other Proven strategies include:

- Excellent collection, analysis and use of data relating to individual pupils and groups.
- Unerring focus on the quality of teaching.
- Identification of the main barriers to learning for Pupil Premium-eligible pupils.
- Frequent monitoring of the progress of every Pupil Premium-eligible pupil.
- When a pupil's progress slows, interventions are put in place rapidly.
- Every effort is made to engage parents and carers in the education and progress of their child.
- If poor attendance is an issue, this is addressed as a priority.
- Evidence (especially the Education Endowment Foundation Teaching and Learning Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning.
- Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils.

At Aylesford School, we do the following:

- Ensure PP students have the same access to extra-curricular opportunities as others and offer financial support where appropriate
- Ensure PP students have access to revision guides and materials that can support their learning where progress has stalled

- Priorities the marking of PP students work to ensure they are first to receive feedback and never missed in a marking cycle
- Ensure that PP students are carefully considered when seating plans are devised
- Ensure that we, as class teachers, know each one of our PP students so that we can tailor our teaching to meet the needs of the most disadvantaged
- Ensure that home learning we set is accessible to those who may not have the same equipment as a student who is not disadvantaged
- Request materials and resources from the PP budget to support students who may not have access to them
- Ensure that each PP student has access to ICT equipment and aid those that do not where possible
- Print off Home Learning for PP students who do not have access to a printer
- Provide a quiet space at break times and lunchtimes for PP students to complete home learning; some of these students will not have a home environment that is conducive to learning or studying
- Ensure PP students are prioritised for interventions and small group work where these opportunities are available
- Use our excellent support staff to support the learning and welfare of PP students wherever possible

Challenges

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

Challenge number	Detail of challenge
Internal	
1	Danger that attainment gaps do not close and can widen / attainment gap created by lockdowns and the global pandemic (2019 to current)
2	Low aspirations towards education and higher education
3	Low cultural capital leading to poor literacy, resilience, and perseverance
4	Lower levels of literacy and reading
External	
5	Absence rates and poor attendance are below target. This reduces the opportunities to engage in active learning and thus students fall behind.
6	Lower parental support and engagement of child's education
7	Mental Health and Wellbeing is a greater concern for Pupil Premium students

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
Gaps continue to narrow in all subjects term by term across the year	Monitoring of PP students showing they are on track to achieve their end of year tagrets. Comparisons of PP and non-PP students showing that they are able to achieve grades inline with their peers.
Levels of attainment for mathematics and English improve	Year on year improvement in the grades achieved for PP students including the number achieving the highest grades (7+) in both subjects.
Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals	Students have received one-to-one guidance through interview/meeting/mentoring and will have a clear pathway and goals
Increased attendance rates for pupils eligible for PP	Reduction in the number of persistent absentees among pupils eligible for PP to <20%. Overall absence among pupils eligible for PP improves to be in line with other pupils.
Pupil Premium students to engage with and attend extra-curricular clubs and activities, including trips on a local, national and international level	Barriers to engagement and finance are reduced or eradicated by the school. To create a whole school tracker that evidences and records the outstanding provision offered and given to PP students.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Gaps continue to narrow in all subjects term by term across the year</p> <p>Reflect, Rebuild, Reward targeted at underachieving PP students in years 9 – 11 to monitor their attainment, effort and attendance and offer incentives to encourage them to raise these.</p> <p>First wave teaching to consider strategies for PP and action planning for student groups.</p> <p>PP students first approach to teaching. Moderation of assessments for PP students (in line with non-pp) and book scrutiny targeted at PP students to check progress is in line with peers.</p> <p>Increase in metacognition and self-regulation teaching for these students</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>In lessons tasks to be explained and understanding checked of PP students first.</p>	<p>Pathway to Progress piloted in 2018-2019 academic year showed measurable impact on students' attainment, the Reflect, Rebuild, Reward initiative is an evolution of this scheme with more stakeholders and a tighter focus on underachieving students. Reflect, Rebuild, Reward has continued to build on the progress and attainment of students throughout the academic years 2020 and 2021.</p> <p>EEF: Oral language interventions aim to support learners' articulation of ideas and spoken expression. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for pupils disadvantaged backgrounds (up to six months' additional progress).</p> <p>EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>1,2,3,4</p>

<p>Character strengths to be awarded and monitored</p> <p>SLT and Middle leaders to read Sutton Trust research, KCC toolkit and Endowment Trust toolkit, Ofsted research to gain better understanding of students and strategies that are low in time and cost but have high impact – to be summarised and linked to Aylesford Context by DMA</p> <p>Find strategies within lessons to build PP students Courage, Confidence and Character first.</p>		
<p>Levels of attainment for mathematics and English improve</p> <p>High quality teaching in the classroom with teachers having an awareness of the impact of Pupil premium and strategies to address the barriers this can cause</p> <p>Students provided opportunities to attend revision, masterclasses and access support from Specialist English and Maths teachers during and after school hours</p> <p>KS4 Students able to benefit from visits from theatre companies to support GCSE English texts regardless of their financial background</p> <p>School Led Tutoring focussed on disadvantaged students to try and close gaps in English Language</p> <p>Attainment Data must be monitored and for Progress Leaders and Head of English and Maths to intervene and put strategies in place for students falling behind.</p>	<p>PP students underachieve nationally at GCSE in English and Maths</p> <p>Sutton Trust research states that the most important use of funding is to raise attainment for PP students to allow them the qualifications required after education</p> <p>Sutton Trust, 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds – equivalent to 1.5 years’ worth of learning</p> <p>EEF - interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour</p> <p>Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. Activity to support those pupils to recover missed learning is an appropriate use of pupil premium funding</p>	<p>1,2,3,4,7</p>
<p>Financial support to ensure inclusion.</p>	<p>Sutton Trust research (2015) supports the use of Pupil Premium for funding trips and visits and states that this has allowed visits to go</p>	<p>1,3,4,5,6,7</p>

<p>Students supported with the purchase of study guides where required to allow them to access revision and homework</p> <p>Support can be requested for educational trips and opportunities to ensure students are not disadvantaged</p>	<p>ahead that may not have been possible without the financial support of pupil premium funding</p>	
<p>All staff to know which students are Pupil Premium and ensure that they use school strategies outlined in policy to improve attainment and engagement of students</p> <p>All staff to read and sign the 'Pupil Premium Pledge'</p> <p>Staff to highlight PP students on their seating plans and annotate with bespoke strategies and information</p> <p>PP student photographs circulated with all staff to encourage recognition</p> <p>Progress Leaders to discuss one pupil premium student per week in briefing to raise awareness and improve engagement of strategies with student</p>	<p>EEF – 10 top tips for school leaders and governing boards</p> <p>Know your school's attainment gaps. Find out which groups of pupils in your school the data suggest need particular support. Ask your school for its gap data from Analyse School Performance (ASP), formerly RAISEonline, used by Ofsted inspectors. Check your school has an action plan to improve overall attainment while also closing its gaps – and make sure the governing board is monitoring progress.</p>	1,5,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals</p>	<p>Stem learning: Careers talks and lessons, including outside speakers, have been seen to indicate a long-lasting employment impact, reinforcing the importance of careers awareness in schools.</p>	2,3,6,7

<p>To improve aspirations of PP students by providing specific and planned opportunities to engage with real life experiences that enhance careers and education aspiration</p> <p>Careers to continue to prioritise working with disadvantaged students and ensuring they have destinations before the end of their study at GCSE– 1:1 meeting to be arranged with all PP students to ensure a career plan</p> <p>Assemblies and guidance on careers and further education to continue, outside agency used to motivate and encourage students and raise aspirations.</p> <p>Continue to provide opportunities for all students (and therefore PP students) including careers fairs, careers interviews, work experience and shadowing.</p> <p>Visits arranged to colleges and universities to raise aspirations for students and allow them to understand post 16 requirements.</p>	<p>The research concludes that being taught about career opportunities in school, as well as meeting employers, had a “meaningful and statistically significant impact on later earnings”.</p> <p>Careers education works best when it is personalised and targeted to individuals’ needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people’s transitions into education, training, and employment.</p>	
<p>All PP students able to access online learning during periods of lockdown and remote learning</p> <p>To ensure that there is equilibrium between students of varying socio-economic backgrounds</p> <p>Ensure all students have access to correct ICT equipment and internet access to prevent students being unable to access high quality remote teaching and homework.</p>	<p><i>The Right to Education and ICT during COVID 19: An International Perspective (Luis Miguel Lázaro Lorente, Ana Anqueta Arrabal and Cristina Pulido-Montes, 2020)</i></p> <p>Students with access to ICT equipment can engage in online learning practices</p> <p>Students without adequate ICT support will fall behind those with access, creating a gap in attainment and progress upon return to formal education</p>	1,4,5,6
<p>Accelerated progress for KS4 Pupil Premium students adversely affected by lockdown and periods of remote learning</p> <p>Targeted interventions that took place outside of regular school hours, including sessions conducted during half-term breaks and holidays.</p>	<p>EEF - the evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p>	1,4,5

<p>Trackers to ensure that correct students were targeted based on evidence and assessment data.</p> <p>Students to be encouraged and chased to come to revision sessions and residential sessions – financial complications to be dealt with on an individual basis to prevent barriers</p> <p>Revision Guides to be provided for all PP students</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement, attendance, and attitudes improve to allow students to achieve greater success at school</p> <p>Increased attendance rates for pupils eligible for PP.</p> <p>First calling in the mornings for PP students to allow parental contact and encourage increased attendance</p> <p>Trips organised to interest and motivate students to attend school</p> <p>Reflect, Rebuild, Reward to focus on attendance and attitudes towards school with weekly reflections taking place with a dedicated mentor from middle or senior leadership.</p>	<p>PP students generally have lower attendance than non-PP</p> <p>DfE research: At KS4, pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.</p>	1,2,5,6,7
<p>During longer periods of lockdown (national lockdown contingency / school closure) Pupil Premium students are monitored and communicated with frequently to ensure appropriate support is given</p>	<p>EEF parental engagement –</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that</p>	1,2,6,7

<p>SLT allocated PP students to contact regularly and act as a first point of contact</p> <p>Progress leaders and mentors contact students weekly with a focus on PP students who are not engaging in remote learning</p> <p>Pastoral team work with outside agencies to safeguard PP students and ensure they are a priority</p>	<p>personalised messages linked to learning can promote positive interactions.</p> <p>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2021 to 2022 academic year.

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Gaps continue to narrow

Summary of actions that led to improved outcomes for Pupil Premium students:

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- *Revision guides have been purchased where appropriate for students who needed them*

Created the Pupil Premium pledge for all staff to sign and commit to - Greater awareness behind the moral duty we have to PP students and a mental commitment

from staff to ensure they do their utmost to improve life chances and attainment for these students

The Pathway to Progress piloted in 2018-2019 academic year showed measurable impact on students attainment, this continued into lockdowns but was curtailed by not being able to offer students rewards. The scheme was relaunched in 2021 – 2022 under a new moniker, with a smaller selection of students and a bespoke mentoring programme; the students selected have been deemed as being the most disadvantaged PP students post lockdown.

- Ran and delivered **Reflect, Rebuild, Reward** for Year 10 /11 students.
- RRR had a massively positive impact on Pupil Premium students – improved engagement in lessons, decrease in sanctions and behaviour issues and increased progress.
- RRR Year 11 students were engaged throughout the academic year – this is reflected in results and decrease in sanctions.
- Each student took part in weekly reflection meetings with an allocated member of staff. The reflection meetings are designed to allow students to reflect on positives and negatives. The sessions allowed students to improve the character and conduct through reflection.

Levels of attainment for mathematics and English improve

Attainment within English and Maths has continued to improve, although not an officially recognised measure Teacher Assessed Grades awarded reflect continued progress for Pupil Premium students. Internal data and year on year comparisons support this.

Financial support to ensure inclusion.

Aylesford School has provided financial support disadvantaged students both pre and post lockdown.

A summary of support:

- Revision guides purchased for those behind in English and Maths
- Seneca premium accounts purchased for all PP students in KS4
- Financial support for hard up families in the form of clothing, food parcels and ICT equipment
- Financial support for trips and external activities
- Small group targeted intervention with external tutors/teachers

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
Reading recovery	myON
Reading recovery	STAR Reader
Phonics KS3 catch up	Forward with Phonics
Homework and Revision KS4	Seneca Premium
Numeracy catch up	Hegarty Maths
PSRE catch up curriculum	Jigsaw Education – PSRE catch up curriculum
Mental health training	Aquarius Mental Health
Catch up	Zig Zag Education

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.