

# 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  | 928                              |
| Proportion (%) of pupil premium eligible pupils   | 25.35%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025 – 2026 – 2027               |
| Date this statement was published   |                                  |
| Date on which it will be reviewed   | July 2026                        |
| Statement authorised by   |                                  |
| Pupil premium lead  | Byron Walker / Michelle Johnston |
| Governor / Trustee lead   | Joanne Coveney                   |

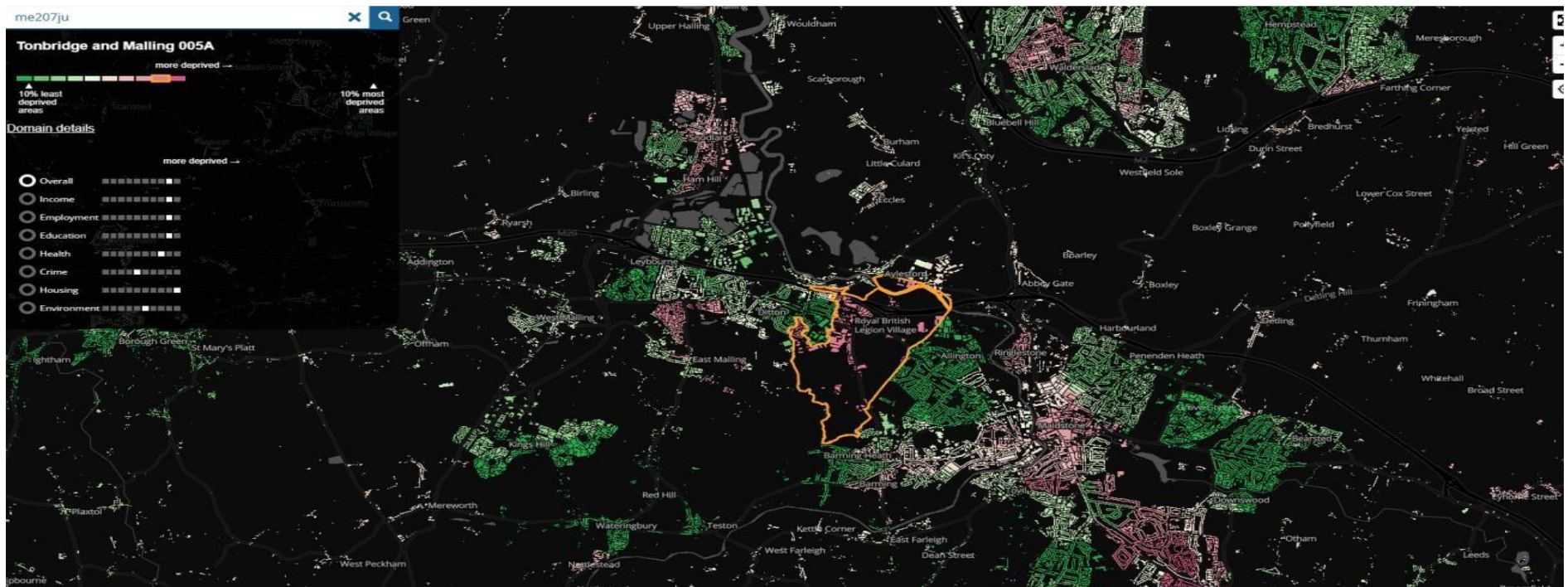
## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £230,588 |
| Recovery premium funding allocation this academic year  | £        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| Pupil Premium funding that is used to cover PFI Chartwell Free School Meal costs.<br>We are charged £3.34 per free school meal and were charged for 23,376 meals            | £78,075  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £152,513 |

## 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, 25.35% 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 and learning.
- 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. (Whole school EFA – CPD)
- Buy-in from all staff in relation to the importance of the Pupil Premium agenda, 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 study materials that can support their learning where progress has stalled
- Prioritise the marking of PP students work to ensure they are first to receive feedback.
- 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
- 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.
- Provide weekend opportunities for students to study with the support of specialist Core subject teachers.
- Provide AEN training to support hard to reach students.
- Ensure students have access to MYon so they are able to access books at home.
- 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 targets.<br><br>Comparisons of PP and non-PP students showing that they are able to achieve grades in line 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%.<br>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: £ 100,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Gaps continue to narrow in all subjects term by term across the year.</b></p> <p>Study entertainment sessions targeted at underachieving PP students in years 10 /11 to monitor their attainment, effort and attendance, 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 and learning.</p> <p>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.</p> <p><a href="https://educationendowmentfounda">https://educationendowmentfounda</a></p> | <p>A clear focus this academic year showed measurable impact on students' attainment, in house initiatives with more stakeholders and a tighter focus on underachieving students. Teachers and leaders continue to build on the progress and attainment of students throughout the academic years.</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</p> | <p>1,2,3,4</p>                |

|  |   |           |
|--|---|-----------|
| <a href="https://www.sutton-trust.org.uk/evidence-summaries/teaching-learning-toolkit/">tion.org.uk/evidence-summaries/teaching-learning-toolkit/</a><br><br>In lessons tasks to be explained and understanding checked of PP students first   | learners can support each other and make their thinking explicit through discussion.  |           |
| <b>Character strengths to be awarded and monitored.</b><br><br>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.<br><br>Find strategies within lessons to build PP students Courage, Confidence and Character first. |   |           |
| <b>Levels of attainment for Mathematics and English improve</b><br><br>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<br><br>Students provided opportunities to attend revision, masterclasses and access   | PP students underachieve nationally at GCSE in English and Maths<br><br>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<br><br>Sutton Trust, 2011 report on improving the impact of teachers on pupil achievement in | 1,2,3,4,7 |

|   |   |                    |
|---|---|--------------------|
| <p>support from Specialist English and Maths teachers during and after school hours</p> <p>KS4 Students able to benefit from theatre companies to support GCSE English texts regardless of their financial background</p> <p>School Led Tutoring focused on disadvantaged students to try and close gaps in English Language</p> <p>Attainment Data is monitored by Progress Leaders and the Head of English and Maths so they can intervene putting strategies into place for students falling behind.</p> | <p>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><b>Financial support to ensure inclusion.</b><br/>Students supported with the purchase of study material 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>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> |

|   |  |       |
|---|--|-------|
| Students attend additional tutoring sessions for English and Maths.   |  |       |
| <p><b>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</b></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 pupil premium student in briefings 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: £ 50,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <b>Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals</b>   | 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.  | 2,3,6,7                       |
| <p><b>To improve aspirations of PP students by providing specific and planned opportunities to engage with real life experiences that enhance careers and education aspiration</b></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</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> |                               |

|   |  |  |
|---|--|--|
| interviews, work experience and shadowing.  |  |  |
| Visits arranged to colleges and universities to raise aspirations for students and allow them to understand post 16 requirements. |  |  |

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|---|--|-------------------------------|
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|   |   |         |
|---|---|---------|
| <p>aspirations.<br/>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><b>All PP students able to access online learning during periods of lockdown and remote learning</b><br/><b>To ensure that there is equilibrium between students of varying socio-economic backgrounds</b></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 Ancheta 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><b>Accelerated progress for KS4 Pupil Premium students adversely affected by lockdown and periods of remote learning</b></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 prompted to come to revision sessions – financial complications to be dealt with on an individual basis to prevent barriers</p> <p>Revision material to be provided for all PP students</p> |  |  |
|---|--|--|

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

Budgeted cost: £ 3,000

| Activity   | Evidence that supports this approach   | Challenge number(s)<br>addressed |
|--|--|----------------------------------|
| <p><b>Engagement, attendance, and attitudes improve to allow students to achieve greater success at school</b></p> <p><b>Increased attendance rates for pupils eligible for PP.</b></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>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> | <p>1,2,5,6,7</p>                 |

|   |   |                |
|---|---|----------------|
| <p><b>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</b></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>   | <p>1,2,6,7</p> |
| <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> |                |

## 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 2023 to 2024 academic year.

*Outline outcomes for disadvantaged pupils in the 2023 to 2024 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2023 key stage 4 performance data, and any other pupil evaluations carried out in the 2023 to 2024 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.*

### Attendance PP Students

| Year    |  | Cohort | School | National | National distribution banding | Sch trend vs Nat trend | School context |
|---------|--|--------|--------|----------|-------------------------------|------------------------|----------------|
| 2024/25 |  | 217    | 91.9%  | 88.2%    | Above                         | Relative improvement   | -              |
| 2023/24 |  | 215    | 89.2%  | 86.0%    | Above                         | Relative improvement   | -              |
|         |  |        |        |          |                               |                        |                |

#### PP – 1 or more suspensions

| Year    | Cohort | School | National | National distribution banding | Trend         | School context |
|---------|--------|--------|----------|-------------------------------|---------------|----------------|
| 2023/24 | 204    | 16.67% | 16.57%   | Close to average (non-sig)    | No sig change | -              |
| 2022/23 | 192    | 11.46% | 15.16%   | Close to average (non-sig)    | Not available | -              |

#### Disadvantaged pupils - Overall A8

| Year | Cohort | School disadvantaged compared to national disadvantaged |          |                               | School disadvantaged compared to national non-disadvantaged |       |           | Year group context          |
|------|--------|---|----------|-------------------------------|---|-------|-----------|-----------------------------|
|      |        | School  | National | National distribution banding | National (non dis)  | Gap   | Gap Trend |                             |
| 2024 | 42     | 30.1  | 34.6     | Close to average (non-sig)    | 50.0  | -19.9 | Widening  | High - SEN, Low - Stability |

|      |    |      |      |                               |      |       |                |                               |
|------|----|------|------|-------------------------------|------|-------|----------------|-------------------------------|
| 2023 | 29 | 33.3 | 35.0 | Close to average<br>(non-sig) | 50.3 | -17.0 | Not applicable | High - low prior<br>attainers |
| 2022 | -  | -    | 37.6 | -                             | 52.8 | -     | -              | -                             |

**Pupils**

**Filtered Group**

35 Pupils 15 Boys 20 Girls

**Baccalaureate**

16 Pupils Entered - 45.71%

0.00% Standard 0/35

0.00% Strong 0/35

**Subject Breakdown**

|                 | Eng | Ma  | Sci | Hums | Lang |
|-----------------|-----|-----|-----|------|------|
| <b>Entries</b>  | 34  | 34  | 34  | 34   | 16   |
|                 | 97% | 97% | 97% | 97%  | 46%  |
| <b>Standard</b> | 17  | 14  | 5   | 6    | 0    |
|                 | 49% | 40% | 14% | 17%  | 0%   |
| <b>Strong</b>   | 6   | 3   | 2   | 3    | 0    |
|                 | 17% | 9%  | 6%  | 9%   | 0%   |

**Summary**

|      |        |         |         |
|------|--------|---------|---------|
| 2.53 | 0      | 0       | 0       |
| APS  | Sci VA | Hums VA | Lang VA |

**English**

|                | Entries | 9 to 7 | 9 to 5 | 9 to 4 |
|----------------|---------|--------|--------|--------|
| <b>Pupils</b>  | 34      | 0      | 6      | 17     |
|                | 97.14%  | 0.00%  | 17.14% | 48.57% |
| <b>Entries</b> | -       | 0.00%  | 17.65% | 50.00% |

**Maths**

|                | Entries | 9 to 7 | 9 to 5 | 9 to 4 |
|----------------|---------|--------|--------|--------|
| <b>Pupils</b>  | 34      | 0      | 3      | 14     |
|                | 97.14%  | 0.00%  | 8.57%  | 40.00% |
| <b>Entries</b> | -       | 0.00%  | 8.82%  | 41.18% |

**Science**

|                          | Entries | Pupils | Entries |
|--------------------------|---------|--------|---------|
| <b>1 Science Entry</b>   | 34      | 97.14% | -       |
| Grade 9-4                | 5       | 14.29% | 14.71%  |
| <b>2 Science Entries</b> | 34      | 97.14% | -       |
| Grade 9-4                | 5       | 14.29% | 14.71%  |
| <b>3 Science Entries</b> | 0       | 0.00%  | -       |
| Grade 9-4                | 0       | 0.00%  | 0.00%   |
| <b>Bio / Chem / Phys</b> | 0       | 0.00%  | -       |
| Grade 9-4                | 0       | 0.00%  | 0.00%   |

**MFL**

|                      | Entries | Pupils | Entries |
|----------------------|---------|--------|---------|
| <b>1 MFL Entry</b>   | 16      | 45.71% | -       |
| Grade 9-4            | 0       | 0.00%  | 0.00%   |
| <b>2 MFL Entries</b> | 0       | 0.00%  | -       |
| Grade 9-4            | 0       | 0.00%  | 0.00%   |

**English & Maths Threshold**

|                      |              |              |
|----------------------|--------------|--------------|
| <b>Both Subjects</b> | 77%<br><5 27 | 14%<br>5 5+  |
| <b>English Only</b>  | 43%<br><4 15 | 17%<br>6 4+  |
| <b>Maths Only</b>    | 9%<br>4+ 3   | 31%<br>11 4+ |
| <b>Both Subjects</b> | 6%<br>5+ 2   | 3%<br>1 5+   |

34 Pupils Entered in Both - 97.14%

**Entries**

|                          |          |
|--------------------------|----------|
| <b>9 to 8 - inc A*'s</b> | (0.43%)  |
| 1                        |          |
| <b>9 to 7 - inc A*-A</b> | (1.28%)  |
| 3                        |          |
| <b>9 to 5 - inc A*-B</b> | (11.06%) |
| 26                       |          |
| <b>9 to 5 - inc A*-C</b> | (14.47%) |
| 34                       |          |
| <b>9 to 4 - inc A*-C</b> | (31.06%) |
| 73                       |          |
| <b>Total</b>             | 235.00   |
| <b>Average</b>           | 6.71     |

**Progress 8**

A8Estimate A8Actual

|                     | A8           | P8       |
|---------------------|--------------|----------|
| English             | 7.09         | 0        |
| Maths               | 5.71         | 0        |
| EBacc               | 7.97         | 0        |
| Other               | 8.55         | 0        |
| <b>Overall</b>      | <b>29.32</b> | <b>0</b> |
| <b>Filled Slots</b> | 27           | 77.14%   |
| <b>Avg EBacc</b>    | 2.8          |          |
| <b>Avg Other</b>    | 2.77         |          |

**Performance**

|                   | Pupils | Percent |
|-------------------|--------|---------|
| <b>5 Grade 4+</b> | 3      | 8.57%   |
| Inc EnMa          | 3      | 8.57%   |
| <b>5 Grade 5+</b> | 0      | 0.00%   |
| Inc EnMa          | 0      | 0.00%   |

The Progress 8 Estimates are based on the 2024 Validated Estimates

|                          | 2024/2025                                 |       |
|--------------------------|---|-------|
|                          | Y11<br>Actual Exam Results PP<br>Students |       |
| Title                    | #   | %     |
| Pupils                   |   |       |
| Students Included        | 35  |       |
| Boys Included            | 15  |       |
| Girls Included           | 20  |       |
| E&M Threshold            |   |       |
| Only English 5 or Above  | 5   | 14.29 |
| Only Maths 5 or Above    | 2   | 5.71  |
| Both Subjects 5 or Above | 1   | 2.86  |
| Only English 4 or Above  | 6   | 17.14 |
| Only Maths 4 or Above    | 3   | 8.57  |
| Both Subjects 4 or Above | 11  | 31.43 |
| Attainment 8             |   |       |
| Attainment 8             | 29.32                                     |       |
| English Attainment 8     | 7.09                                      |       |
| Maths Attainment 8       | 5.71                                      |       |
| EBac Attainment 8        | 7.97                                      |       |
| Other Attainment 8       | 8.55                                      |       |
| Baccalaureate            |   |       |
| English 5 or Above       | 6   | 17.14 |
| Maths 5 or Above         | 3   | 8.57  |

|                       |      |       |
|-----------------------|------|-------|
| Science 5 or Above    | 2    | 5.71  |
| Languages 5 or Above  | 0    | 0     |
| Humanities 5 or Above | 3    | 8.57  |
| English 4 or Above    | 17   | 48.57 |
| Maths 4 or Above      | 14   | 40    |
| Science 4 or Above    | 5    | 14.29 |
| Humanities 4 or Above | 6    | 17.14 |
| APS                   | 2.53 |       |
| English Pillar APS    | 3.54 |       |
| Maths Pillar APS      | 2.86 |       |
| Science Pillar APS    | 2.91 |       |
| Humanities Pillar APS | 2.11 |       |
| Languages Pillar APS  | 0.86 |       |

#### Performance

|  |   |      |
|--|---|------|
| Pupils with 5+ A*-C (4+)                     | 3 | 8.57 |
| Pupils with 5+ A*-C (Inc Maths & English 4+) | 3 | 8.57 |

#### English

|  |    |       |
|--|----|-------|
| Pupils achieving 9 to 7 in English (% of Pupils) | 0  | 0     |
| Pupils achieving 9 to 5 in English (% of Pupils) | 6  | 17.14 |
| Pupils achieving 9 to 4 in English (% of Pupils) | 17 | 48.57 |

#### Maths

|  |    |      |
|--|----|------|
| Pupils achieving 9 to 7 in Maths (% of Pupils) | 0  | 0    |
| Pupils achieving 9 to 5 in Maths (% of Pupils) | 3  | 8.57 |
| Pupils achieving 9 to 4 in Maths (% of Pupils) | 14 | 40   |

| Science  |   |       |
|--|---|-------|
| Pupils achieving 1 or more Sciences Grade 4 And Above              | 5 | 14.29 |
| Pupils achieving 2 or more sciences Grade 4 And Above              | 5 | 14.29 |
| Pupils achieving Three Sciences Grade 4 And Above                  | 0 | 0     |
| Pupils achieving Grade 4 And Above in Biology, Chemistry & Physics | 0 | 0     |
| MFL  |   |       |
| 1 MFL grade 4 And Above (% of Pupils)                              | 0 | 0     |
| 2 MFL grades 4 And Above (% of Pupils)                             | 0 | 0     |

## **Narrowing the Gaps**

### **Summary of Actions Enhancing Outcomes for Pupil Premium Students:**

- *Provision of revision material to students in need.*
- *Conducted learning walks to assess support for Pupil Premium students and evaluate the quality of first-wave teaching.*
- *Implemented an independent study programme during mentor time, allowing students to reflect on areas for improvement while utilising available resources.*
- *Introduced Saturday Support, offering bespoke sessions in English and Maths to Pupil Premium students, providing a quiet space for consolidating learning and receiving additional assistance with homework, queries, and exam techniques.*

*The study skills and study entertainment evenings focus on students identified as the most disadvantaged Pupil Premium recipients who were not engaging in extracurricular activities.*

- *Conducted reward programme and assemblies for Year 10/11 students.*
- *Conducted information evenings for students and parents, so all barriers could be addressed and all information for support could also be conveyed.*
- *Classcharts rewards enhanced lesson engagement and reduced behavioural issues.*

***All targeted student participated in student voice with an assigned staff member, aimed at discussing positives, negatives, and potential barriers, fostering character development and constructive dialogue with teachers.***

### **Saturday Provision**

*Additional provision has been established to support pupil premium students on Saturdays in English and Mathematics. A survey conducted among students and parents revealed that parents felt less confident in assisting with GCSE preparation.*

*The Saturday programme offers a secure environment for students to engage in English and Mathematics with appropriate support and guidance.*

*Participants reported increased confidence in approaching GCSE problems and appreciated the opportunity to work in a quiet space, which is often unavailable at home.*

*In total, 59% of students who attended these sessions achieved a Grade 4+ in English and Mathematics.*

### **Attainment for Mathematics and English**

*Attainment in English and Mathematics remains a priority. While not officially recognised, progression for Pupil Premium students reflected through termly assessments has consistently improved year on year as student numbers increase across year groups.*

### ***Financial support to ensure inclusion.***

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

*A summary of support:*

- *Revision material purchased for those behind in English and Maths*
- *Educake and Mathswatch 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*
- *Saturday School for extra English and Maths support*

## **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*

| <b>Programme</b>          | <b>Provider</b>                             |
|---------------------------|---|
| Reading recovery          | myON  |
| Reading recovery          | STAR Reader                                 |
| Phonics KS3 catch up      | Forward with Phonics                        |
| Homework and Revision KS4 | Classcharts                                 |
|                           | Senecca                                     |
| Numeracy catch up         | Mathswatch and Numeracy Ninjas              |
| PSRE catch up curriculum  | Jigsaw Education – PSRE catch up curriculum |
| Mental health training    | Aquarius Mental Health                      |
| atch up                   | Zig Zag Education                           |

